

**DIRECTING
HIGH SCHOOL
ATHLETICS**

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PREFACE

This book is intended as a practical guide for high school athletic directors and for coaches charged with administrative responsibilities.

An athletic director, as the term is used in this book, is not always a person who has several staff members under his direction. In some schools he may be the one individual who not only directs the athletic program but handles all the coaching as well. In other schools he may be a person who has one or two people on his staff but is largely responsible for administrative duties. Finally, he may be a person who has several staff members and can delegate much of the responsibility.

Directing High School Athletics should be a useful handbook for every kind of athletic director, whatever the size of his staff or the sphere of his responsibility.

The ideas in this book are not solely the author's own. In some cases, of course, they were learned the hard way through experience. In others they were obtained from athletic directors and incorporated into the author's own program. A considerable amount of information was necessarily gained from professional publications, and these have been credited in the book wherever possible.

Without the assistance of co-workers, coaches, and athletic directors who furnished valuable advice, this book could not have been completed. The author is also deeply indebted to the National Federation of State High School Athletic Associations, the New York Public High School Athletic Association, various manufacturers of athletic equipment and supplies, and a number of authors in the field. Sincere thanks must be extended for their assistance and cooperation.

ANDREW GRIEVE

DEDICATION

To

Jenny and Andy, my mother and father, who supplied the inspiration;

Jim Dilley, my high school coach, who supplied the model;

Eva, Doug and Kevin, my wife and boys, who supplied the purpose.

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OBJECTIVES AND PRINCIPLES OF ATHLETICS

THE athletic director's first duty is to see that high standards are maintained throughout the entire athletic program and his foremost responsibility is to the boy who is participating in athletics. Winning games, gate receipts, publicity— all these are secondary to the educational development of the boy.

Everyone associated with the administration and supervision of athletics, including directors, coaches and officials, should remember that a sound athletic program must be based on sound educational principles. Every activity sponsored and supported by a school, at whatever level, must be considered a phase of the educational process. If an athletic program does not fulfill these requirements, it will be difficult to justify the expenditure of either time or money for it.

For years, athletics have been called "extra-curricular." This term, when applied to a well-founded and well-run program, is a misnomer. As part of the over-all educational program, athletics must be considered an integral part of the curriculum. This does not mean that athletics, or any other such activity, should infringe on the academic schedule; it means, rather that athletics should be assigned a definite time outside of this schedule.

Normally, the athletic program begins immediately at the conclusion of the academic schedule. Note that we do not say "after school," for if athletics are considered a part of the curriculum, then school does not end for those participating until the practice session or game is completed.

Objectives of Athletics

If we treat athletics as an educational endeavor, the teacher must strive to attain specific objectives. These objectives must be directed toward the positive development of the student-athlete through proper educational principles and techniques.

1. *Development of Physical Fitness and Skills:* The most obvious objective of athletics is the development and maintenance of physical fitness. The boy who participates in athletics under proper leadership cannot help but improve himself physically, and continued activity will maintain a high degree of physical fitness.

Many athletic activities, in addition to developing and maintaining physical fitness for the high school athlete, will carry over into adult life. Of course, some sports cannot be continued in adult life, but the attitude developed toward competitive activities can be carried over. Certainly, very few adults are able to continue their football participation past high school or college, but their experiences in the sport will often lead them to participate in other sports or recreational activities that have similar competitive aspects but do not require rugged physical contact. In fact, the attitudes developed are an important quality to be derived from participation in football, wrestling, soccer, and other sports.

Some critics of school athletic programs exaggerate or misrepresent the effects of participating in strenuous activities. For several years, their main bogey was the so-called "athlete's heart." The medical profession has ripped this theory apart by proving that strenuous physical activity has no derogatory effect on a healthy heart. In fact, some boys with minor heart defects have not only been allowed to participate in athletics, but have been encouraged to do so by heart specialists.

It would be revealing to see the results of a research project comparing the physical condition of athletes and nonathletes after an arbitrary age, such as 50 or 60, to determine whether there is a relationship between physical condition and earlier participation in strenuous activities. Such projects may have been conducted on a limited basis, but a survey of a large segment of the population would undoubtedly do much to silence those who would deny the physical values of athletics.

2. *Development of Mental Alertness:* If athletics are presented

in a truly educational manner, learning must take place. Any sport is a learning situation and an integral part of education. The athlete is often faced with a situation in which he must quickly evaluate a problem, then offer what he believes is the proper solution. Rarely is an athlete correct in all his decisions, but the one who has learned to think rapidly and logically is much more successful than his slow-thinking counterpart.

A student must, of course, learn the basic principles of any activity, but he can apply the proper principles only by doing. In athletics, the individual must make proper decisions under duress—something that is difficult to teach in the classroom.

Athletics have become more and more intricate as time has passed. To be truly successful, a boy must be able to think quickly and adjust to situations that may change with extreme suddenness. He does not have time to mull over several possible solutions; he makes his choice, and he is either right or wrong. As in any educational situation, frequent repetition will provide him with the background to make the proper choice.

Those responsible for athletics know that high school athletes, on the average, maintain higher grades than do nonathletes. Several studies testify to this fact, but the director or coach can do much to impress the athletes, the faculty, and the administration by conducting a survey of this nature in his own school. Whenever we have done this, we were always able to prove our point by comparing records of grade averages, honor rolls, or lists of those accepted by institutions of higher learning. Another way to make the same point is to compare the high school drop-out rates of athletes and nonathletes. Anyone interested in following this thesis even further may find it quite convincing to compare the drop-out rate of those in each group who continue their education after high school. An attitude of perseverance is developed in all athletic activities, and for this reason the athlete or former athlete is more likely to stick to it and overcome any academic difficulties that may exist.

3. *Development of Moral Qualities:* The effect of athletics on moral development is sometimes difficult to observe, because the results of what the athlete has learned may not be obvious until he is well into adult life and faces situations that demand a moral reaction. Most coaches know of instances where a boy's entire

future has been altered because he has participated in athletics. (Why is it that so many of our settlement houses and boys' clubs, which are attempting to counter juvenile delinquency, use athletics as one of the basic stepping stones toward good citizenship? The observation that one rarely sees a juvenile delinquent with a ball glove in his pocket is trite, but true.)

Coaches often smile at the term "sportsmanship"—not because they do not believe in it (as this is far from the truth), but because the word is so often applied only to losing teams as a sort of compensation. When a team is successful, we too often forget in the elation over their winning, that they, too, may have displayed fine sportsmanship. True, it is easier to be a good sport when you win, but often the winning overshadows the sportsmanship.

Many coaches shy away from the word "sportsmanship," but they teach it every day without calling it that. Athletes know right from wrong, and no coach in the world can fool them. Through many years of experience, we have found that the coach who attempts to shade the rules slightly, or instruct his boys to get away with what they can, is a member of a very small minority of the coaching profession. A coach who stoops to such a low level will frequently find himself without a job, even though his record may be outstanding.

Boys who will act in an unsportsmanlike manner are also in the minority. When an athlete stoops to some underhanded method of playing, it is amazing how quickly the other athletes will ostracize him and let the word "leak" to the coach.

One of the greatest contributions that athletics make to the individual is the development of a sense of responsibility to his school, his team, his coach, and himself. Under a proper set of training regulations (which will be discussed later in this book), the boy who is irresponsible will not remain long in athletics.

In some cases, athletics is the first area of the school program in which a boy must exhibit true responsibility. He may have been figuratively led by the hand through other school activities, but in athletics he is responsible for his own actions. This is why many boys suddenly seem to grow up when they first turn out for a team. Others are unable to accept this responsibility for their own actions, however, and fall by the wayside.

Another aspect of moral development that the athlete learns

is respect for authority. One might say that the competitive game situation is a small-scale society, with rules and regulations, and with officials to see that they are obeyed. The athlete who cannot respect this authority will soon find himself no longer participating. Unfortunately, there are some coaches who also seem unable to accept this authority as final. Their lack of maturity is indicated by their violent disagreement with officials in the midst of a contest. Such action before a group of extremely impressionable adolescents will only lead to unpleasant incidents that may have far-reaching effects on the coach, on the athletes, and on the school. A coach who expects his athletes to respect authority must show such respect himself.

4. *Development of Social Abilities:* There are many reasons why adolescents shy away from social contacts, and some of them are extremely difficult to discover. Some boys who have such difficulties are greatly helped when they participate in athletics. As a member of a team, the athlete is judged solely on his merits as an athlete—not on his color, his family background, or his appearance.

The young athlete also learns teamwork. "Teamwork" may be an overused cliché, but no team without it has ever been successful. A team works together despite the great number of individual variations that exist, since each boy knows that athletic ability is not limited to any specific race, nationality, or creed. Athletics provide true social education.

The Olympic games provide an excellent example of how varying groups can overcome differences of custom, language, or culture on the field or in the gym. How many unpleasant incidents can one recall between members of opposing teams in the Olympics? Very few! It is rather amazing how the athletes from two nations can become so friendly even though their politicians and military leaders are at constant odds.

5. *Development of Emotional Maturity:* No athlete will remain long in a game, nor a member of the team, if he lacks self-control. He soon learns that his lack of this important characteristic not only harms himself but lessens the chances of success for his team. If the coach does not eliminate him from competition, his teammates will soon ostracize him to such a degree that there will be little incentive for him to continue.

Athletics are the only large-scale emotional laboratory in the school curriculum. In the gym or on the field, a boy soon learns whether he is able to control his emotions enough to be effective or whether his emotions are going to control him. In athletics, a boy must apply his learning while under emotional strain—which, after all, is what he will be doing from day to day in his adult life.

Anyone who has participated in athletics is familiar with the experience commonly referred to as "butterflies." The emotional strain built up in anticipation of the coming contest will cause various parts of the athlete's body to become tense, and he feels as if his stomach were full of fluttering butterflies. Once the activity gets under way, however, he is able to lose this tenseness as he concentrates on applying what he has learned. Physiologically speaking, top performance demands this condition in order to prepare the body for the physical exertion that will follow. It is a rare individual who does not experience this, and some of those who do not are neither mentally nor physically prepared for the action that is to take place.

Athletics provide pressure-creating situations. During practice sessions, the athlete is taught the fundamentals of his sport and the necessary adjustments for particular situations. When the contest gets under way, he is expected to apply this learning despite the pressure. An athlete who performs well in practice but cannot perform similarly in a game is of little value to a team. There are boys who can punt a football sixty yards in practice, but have difficulty getting the ball past the line of scrimmage in the game. In major league baseball a "two o'clock hitter" is a player who can belt the ball out of the park during pregame batting practice, but can hardly get a loud foul once the game is under way. In athletics, a boy becomes conditioned to emotion-arousing situations, and he is better able to face similar circumstances in later life without falling apart.

In all sports we play to win, but the adolescent learns that he cannot win all the time. It is important to learn how to lose for one will rarely be successful in every endeavor during his lifetime. Many youngsters take defeat extremely hard, perhaps because they have not been educated in this area. The high school boy should learn how to react to a loss. If he gives up, he will probably

do the same in later life when things do not go his way. But if he turns out for practice the following week, determined to learn by his mistakes, he has learned a valuable lesson.

Principles of Athletics

To attain these objectives, the athletic director and his staff should base the athletic program on sound principles. The following are among the most important:

1. *Broad Participation.* The athletic program should include as many participants as possible. The size of the school has a great deal to do with this: the smaller the school, usually, the higher the percentage of participation. A certain number of boys will never participate in any sport, but the broader the program the easier it will be for the adolescent to discover a sport or sports in which he has both interest and ability.

If possible, there should be varsity, junior varsity, and freshman competition at the high school level. Junior high competition depends on the grade arrangement; if each grade has its own team, participation will usually be greatly improved. For those who are not interested in interschool competition, there should be an extensive intramural program, which can include even more activities than the normal interschool program.

Although such a broad program will assist in the development of varsity teams, this is not its basic objective. Rather the main objective should be increased participation for the development of as many boys as possible.

2. *Trained Personnel.* In almost all states, coaches are now required to be members of the faculty. As such, they must be educated in the fields of child and adolescent psychology, mental hygiene, and proper teaching methods. This is quite different from the situation in former years, when a local athlete who may have lacked even the slightest comprehension of any of these fields was often hired to coach on the sole basis of his playing ability. Even today, the best athletes are not necessarily the best coaches.

A coach must realize that any sport sponsored by a school is part of the curriculum. All those in charge of such activities must utilize educational principles and educational aims if athletics

are to be a worthwhile part of the over-all school program. When these principles and aims are ignored, the athletic program is open to criticism.

3. *Controlled Competition.* Life is competition, and the competition starts almost at the moment we are born. Some so-called experts maintain that competition is not healthy for youngsters. But competition cannot be avoided: We compete in the classroom, in the business world, in all phases of life. Why not condition our students for this competition?

In all athletic contests, we should strive for equal competition. Of course, this is not always possible; if there were perfectly equal competition, all contests would end in a tie. The quality of the athletes in a school will vary from year to year, and certain inequalities will always exist. In general, however, teams and individual athletes should compete on a reasonably equal basis. When interschool games are being scheduled, remember that being overmatched is not good for the morale or physical well-being of any team. A good financial guarantee is not a valid excuse for unequal competition. The welfare of the boys must precede all other considerations.

SUMMARY

The director's first duty is to see that high standards are maintained in the athletic program, and his first responsibility is to the boys who are participating in the program. Athletics should be considered an integral part of the educational program, and to insure this, the program must be based on sound educational principles.

In order to be considered an educational experience, athletics must have specific and worthwhile objectives. These should include:

1. Development of physical fitness and skills.
2. Development of mental alertness.
3. Development of moral qualities.
4. Development of social abilities.
5. Development of emotional maturity.

Among the most important principles on which athletics must be based are broad participation, trained personnel and con-

trolled competition. Participation can be achieved by offering a broad program at as many levels as possible. The personnel associated with athletics must have both a physiological and psychological understanding of the athletes with whom they are associated, and they must use acceptable teaching methods. Competition is a life-long experience, and positive attitudes toward competition should be developed through the athletic program.

All objectives and principles in athletics must be primarily concerned with the welfare and educational development of the student-athlete.

SCOPE OF THE ATHLETIC PROGRAM

THE scope of athletics is extremely broad, both in variety and level. Organized athletics include the smallest "tyke" who is participating in a Grasshopper league and the old gentleman of ninety who still enjoys a round of golf now and then.

The scope of organized activities sponsored by a typical school system can also be quite broad, and the director may supervise the athletic programs of the elementary school, the junior high school, and the high school. Despite the wide range of activities involved, however, there are common policies that are applicable to all athletics at all levels. The National Federation of State High School Athletic Associations has probably best expressed the policies that will guarantee a sound program:

1. Equal competition.
2. Opportunity for participation.
3. Guaranteed safety and health practices.
4. Insurance.
5. Competent officials.
6. Avoidance of exploitation and solicitation.
7. Adherence to all regulations.
8. Capable supervision.
9. Broad variety of activities.

Variety of Activities

The activities that may be included in the interschool program are many and varied and the types most suitable to a particular school will be determined by a number of factors. Northern

schools would probably include winter sports that would be impossible in southern states. Schools located near a body of water might offer water sports that others could not. The geographical location and the physical characteristics of the school thus have much to do with the variety of the program.

If a limited number of boys are enrolled in a school, it would be difficult to include an activity that requires many players, although such adaptations as six-man football may enable small schools to participate. Similarly a limited enrollment will often make it impossible for a school to offer more than one sport during a season.

The availability of special facilities will also affect the variety of the program. Some schools utilize community facilities, such as the swimming pools in nearby Y.M.C.A.'s, to increase their program offering. In some areas, however, such facilities are not available and it is impossible to offer an activity, even though the athletic department would like to do so.

It is often difficult to create interest in activities that are not popular in the particular area. Boys tend to shy away from activities if their season is limited to one or two games or meets.

In addition, some schools are unable to offer certain activities because they lack a competent coach. Boys will participate in a sport to learn skills, and they cannot learn unless they have the guidance of a person who has a sound background in the particular area. This does not mean that every coach must be an outstanding performer in the sport he coaches; this is not a requisite. However, he must have a true interest in the sport and be willing to study it in order to teach the necessary skills. Many outstanding coaches were not top performers, but they spent many hours studying the sport, attending clinics, and learning by their own mistakes. A coach who is truly interested will soon have athletes who are interested.

The following sports were reported as organized interschool activities by the National Federation:¹

¹The National Federation of State High School Athletic Associations, *National Federation Handbook* (1961), pp. 46-55.

Archery	Eight-Man Football	Sailing
Badminton	Six-Man Football	Skiing
Baseball	Touch Football	Soccer
Basketball	Golf	Softball
Bowling	Gymnastics	Swimming
Crew	Ice Hockey	Table Tennis
Cross-Country	Indoor Track	Tennis
Curling	Lacrosse	Track and Field
Fencing	Rifle	Volleyball
Eleven-Man Football		Wrestling

There may be others that were not reported to the National Federation, but they are probably limited to certain geographical areas and do not enter into the nationwide picture.

The number of schools and players participating in a particular sport will naturally vary from year to year. Some schools will replace one sport with another; some schools will advance from an adapted game—from six-man football to eight-man, or from eight-man to eleven-man; some schools will introduce new activities or drop old ones. Although there will therefore be a constant state of flux from year to year, the following survey, taken from the National Federation Handbook for 1961, gives a good general picture of the number of schools and the number of players participating in each of the sports listed (See Fig. 1).

Number of Games and Length of Season

This is an area in which regulations are constantly being revised, but there are certain standards that have stood for some time. The two sports that come under the most strict regulations are football and basketball.

Football. The number of football games that a school may play during any one season varies considerably from state to state. Restrictions vary from eight, nine, ten, eleven, or twelve games to no limitation. Two states, New York and Vermont, limit their schools to eight interschool football games. In 21 states, there is no limit on the number of games a school may play.

There is also a considerable variation in the length of the football season. In the upper peninsula of Michigan, for example, the football season must be completed by the first Saturday in November. In Minnesota, it must be completed by November 7.

Fig. 1 ²

<i>Sport</i>	<i>No. Schools</i>	<i>No. Participants</i>
Archery	25	125
Badminton	141	1,199
Baseball	13,236	308,034
Basketball	19,495	533,091
Bowling	437	2,940
Cross-Country	2,972	49,387
Curling	704	5,887
Fencing	12	110
Football		
Eleven-man	11,564	570,951
Eight man	1,065	49,069
Six-man	520	7,734
Golf	4,232	36,487
Gymnastics	318	6,022
Hockey	353	5,462
Rifle	68	1,005
Sailing	7	120
Skiing	293	4,266
Soccer	917	21,787
Softball	1,451	34,904
Swimming	1,442	44,249
Tennis	4,376	44,708
Track and Field	13,837	368,422
Track (Winter)	252	2,284
Volleyball	2,104	41,698
Wrestling	2,473	60,309

California, on the other hand, closes its season with Christmas vacation. Maine, Rhode Island, South Dakota, and Tennessee have no rule regarding the length of the season.

Following the regular season, 19 states determine state champions—some by playoffs, others by various voting procedures.

Basketball. The number of basketball games allowable in the various states also varies considerably ranging, in states that set a maximum, from 16 to 30. Six states (California, Connecticut, Louisiana, Maine, New Hampshire, and New Mexico) set no limit to the number of games that can be played. Rhode Island sets a limit of two games per week.

The length of the season also varies widely. The earliest closing date is February 28, in Arizona. Most states limit the season to the conclusion of the state tournament. Vermont, North Caro-

² *Ibid.*, p. 45.

lina, Maine, New Hampshire, and Rhode Island set no limit to the basketball season.

Although only nineteen states recognize state champions in football, all states but five (Arizona, California, Delaware, Massachusetts, and New York) sponsor state basketball tournaments.

Leagues and Conferences

All state associations strongly urge that schools of equal size join together to form leagues or conferences. Usually, the various leagues are joined together in district or sectional organizations and, from these groups, members are selected to represent them in the state association.

Leagues or conferences should be organized by schools of equal size, in the same geographical area and with common interests. In areas where the population is dense, member schools may be quite close together, but in areas of sparse population, member schools often find it necessary to travel great distances in order to compete with schools of comparative size.

During recent years, there have been a considerable number of changes in the structure of many leagues. Schools that were once the same size have experienced different rates of growth; some school systems have expanded rapidly, while others have remained relatively static. Thus what once was equal competition has often become quite unequal. In well-populated areas, where travel is no problem, sections or districts have divided their member schools into four or five classifications on the basis of enrollment and formed new leagues in this manner. A school moves up into the next higher classification when its enrollment rises above the figure that has been established as the maximum for its division. In areas where travel is a considerable problem, this may not be a satisfactory arrangement.

All-Star Games and Tournaments

The problem of so-called all-star games has increased during recent years. Not all such contests were objectionable but the many that exploited boys because of their athletic ability made it necessary for the National Federation to take action. Some all-star contests were sponsored for truly worthwhile causes, but in

general, the negative aspects greatly outweighed the positive.

In many tournaments, high school players were participating in many more games in a short period of time than is considered good health practice. High school boys were sometimes participating against college athletes and even in some cases, against professionals. This was certainly not in the best interests of the high school athletes.

The following resolution, adopted by the National Federation, sets forth the negative aspects of all-star contests very completely:

1. This group is unalterably opposed to the principle of all star and out-of-season athletic contests in which high school students or high school graduates of the previous year are participants, because,

- A. Such contests do not harmonize with the generally accepted educational philosophy of high school athletics, which emphasizes varied seasonal activities, broad participation, and school direction and supervision.
- B. There are few tangible values apparent either to the individual or to the selected team as a whole, resulting from such contests.
- C. No practical or satisfactory method has been devised to date for the selection of members of all star teams to insure that injustices are not perpetrated.
- D. There has been growing evidence of commercialism and exploitation of high school athletes through their participation in such contests. In too many instances, such games have been the "market place" in which their "wares" have been displayed before the highest bidder.
- E. Further, it is the opinion of this group that the clothing of all-star and out-of-season contests in the garment of "sweet charity" is insufficient justification for their existence. Experience has revealed that often pitifully small proportions of receipts from such games have been realized for their avowed purposes.
- F. Such contests are likely to imbue immature and inexperienced high school students selected for them with the false idea that their athletic prowess is something upon which they should capitalize commercially, rather than its being an endowed talent that is theirs to use for the pleasure and satisfaction they may receive from athletic competition.
- G. In practically all all star contests, of which this group has been appraised, there have been insufficient and inadequate practice periods provided prior to the playing of the games. In football, particularly, it is impossible to condone a practice period of five or six days for a group of boys who, previously, have never played together, especially after a lapse of an eight or nine months period since previous football competition. Most high school, college, and professional teams require a minimum pregame practice period of fifteen days or more.

2. Further, it is recommended that states subscribing to the attitude of this group as indicated in (1) give consideration to the adoption of regulatory measures which will prohibit or discourage their member schools, administrative, coaching, or instructor personnel, and registered athletic officials from participation, management, supervision, player selection, coaching, or officiating in any all-star or out-of-season athletic contests in which high school students or graduates of the previous year are participants.³

The most difficult problem of control concerned high school seniors who had completed their season and could no longer be penalized. The National Federation worked for several years in an attempt to curb the exploitation of high school athletes who were no longer under the control of the high schools, but were still being misused by outside groups. As an example, an outstanding basketball player who did not participate in a spring sport could not be penalized if he participated in an out-of-school basketball tournament, which might have no restriction as to the age, ability, or experience of the players. He might well play ten or twelve games in a two-week period, even though he had just completed a twenty-game high school season.

Before 1960, several college athletic conferences had cooperated by indicating to the athletes that they were not in favor of out-of-season contests. In 1960, the National Collegiate Athletic Association passed a resolution that gave the state athletic associations power to eliminate such malpractices by declaring that a boy would be ineligible to participate in his first year of college if he participated in a tournament or all-star game that was not sanctioned by the state athletic association.

Several states had earlier taken positive action to eliminate this problem by ruling out the use of school personnel, facilities, or equipment in unauthorized out-of-season contests.

Post-Season Games

The question of post-season games arises most frequently in football for there may be outside pressure to have outstanding teams meet to prove which is the better. Only five states of the National Federation Association place no restriction on post-season games. In four states, under stated conditions, the state associa-

³ The National Federation of State High School Athletic Associations, *op. cit.*, p. 18.

tion will allow post-season games, and one state will not allow such games in any sport but football.

Interstate Games

Whether schools may engage in interstate games depends to a great extent on the location of the schools involved. Many schools that are located near a state border have natural rivals in the next state and it would be inappropriate to eliminate competition between them. The major problem arises when schools a considerable distance apart wish to schedule an athletic event. The National Federation prescribes a round-trip limit of 600 miles for contests. *This seems a reasonable standard since an extremely long trip might have poor effects on high school athletes.*

Ten states require that any meeting with a school from another state must be sanctioned by the state association. This can eliminate the danger of overambitious scheduling. School personnel will often find that the eligibility regulations for participation vary from state to state. Some states allow a boy who is nineteen years of age to participate, while others set the limit at eighteen. If allowances are not made for this problem, it can result in a serious disagreement between the competing schools. The National Federation provides that each school shall follow the rules of its own state athletic association, but that if there is a variation, they should adhere to the rules that are more restrictive.

Junior High School Athletics

The junior high school phase of the athletic program has come under considerable criticism during recent years. This criticism has centered on the pressures placed on junior high athletes who may not be mature enough to handle them. Some of this criticism is undoubtedly well founded, for some junior high school programs are solely building programs for the varsity teams. Junior high school athletics should be independent of the high school program. Naturally, there will be some relationship, owing to the nature of the activities, but the relationship should end there.

In a *Look* magazine article entitled "Athletics, the Poison Ivy in Our Schools," Dr. James B. Conant, decried the overemphasis

on junior high athletics. Undoubtedly, he did observe programs that were guilty of such overemphasis—but these are the exceptions rather than the rule. More often, there is a complete underemphasis in this area, and no organized program is provided for these active youngsters.

Malpractices do exist in some school systems, but to place a stigma on well-founded programs because of a few rare instances is certainly unfair. The problem, in many cases, is quite the reverse of Dr. Conant's complaint: junior high programs often suffer from a marked lack of support. A few interested parents and a limited number of classmates usually are the complement of spectators—even though admission is seldom, if ever, charged for attendance.

The junior high program should provide all the benefits of the high school program. Boys should share in the use of facilities and not be relegated to an unsafe area; they should have good equipment and not hand-me-downs; they should have competent coaches; and they should have certified officials for all their contests. Although the *National Federation Handbook* does not make any specific statement regarding junior high school athletics, the basic objectives and principles are as applicable to this phase of the program as any other.

Because of the immaturity of junior high school boys, all athletic activities should be adapted for this level. Time, distances, length and number of practices, and the like should be adjusted for these younger athletes.

One of the most complete studies in this area has been made in New York. In 1951, the New York State Public High School Athletic Association authorized the formation of a committee, under the leadership of Kurt Beyer of the Auburn Public Schools, to study the existing situation and formulate a complete set of standards for junior high athletics. The following introduction from the N.Y.S.P.H.S.A.A. *Handbook* best explains the purpose of this group:

In 1951, the N.Y.S.P.H.S.A.A. Central Committee authorized the appointment of a committee to study standards for junior high school athletics. Member schools had asked for guidance in the direction of a program adapted to the abilities of boys in grades 7, 8, and 9. An understanding of the physiological and emotional development of early adoles-

cents, the need for providing safety precautions, the importance of protecting the best interests of junior high school students also prompted this request. Because of lack of specific limitations in number of games or age of participants, abuses, inequities, or inconsistencies resulted. The Committee met frequently; conducted its study and experimentation with the cooperation of the member schools. The following recommendations for a modified program as revised in 1959 represent the judgment of representatives of many schools but the members of the Junior High School Committee deserve especial recognition ⁴

Following this introduction, the committee sets forth the standards that must be adhered to by all schools who compete on an interschool basis. Although they have included standards for baseball, basketball, football, soccer, swimming, track, volleyball, and wrestling in their regulations, two examples of the game conditions and game rules will suffice.

Junior High Basketball

Game Conditions

1. The maximum number of games for interschool play is:

9th graders only	14 games
8th and 9th mixed	12 games
8th graders only	10 games
7th, 8th and 9th graders mixed	10 games
7th and 8th graders	8 games
7th graders only	8 games
2. No more than two games may be played per week, and at least 48 hours must elapse between games.
3. No organized school practice sessions may be held previous to November 1. All interschool play must be within the winter sports season.
4. No school may play interschool basketball until 21 calendar days have elapsed from the start of practice. At least 15 organized practice sessions must be conducted before interschool play is to be permitted. Practice sessions shall not exceed 1½ hours in length and shall not exceed more than one per day.
5. There shall be no participation in tournaments and no championship playoffs.
6. It is recommended that two certified officials be used whenever possible.

Game Rules:

1. The length of quarters in games shall be:

9th graders only	8 minutes
8th and 9th graders mixed	7 minutes
All other combinations	6 minutes

⁴ New York State Public High School Athletic Association, 1960-61 Handbook, p. 80.

Overtime periods shall be limited to two minutes in length, with one minute between periods. No more than three overtime periods may be played and the "sudden death" rule may terminate the game at any time in the second or third periods.

2. Free substitution is facilitated by permitting substitutions on:
 - (A) any dead ball
 - (B) any violation
3. Other than the above, the National Basketball Committee Rules, as adapted by the National Federation, shall apply.

Junior High Football

Game Conditions:

1. No school team, or individual player, may participate in more than six games, which shall be scheduled with no more than one game, which shall be scheduled with no more than one game per week. In extreme cases games may be rescheduled. A minimum of four days must elapse between any games.
2. Practice may not start before September 1, and shall be confined to the fall sports season. No practice session shall exceed two hours in length, and no more than one may be held in any one day.
3. No school may play interschool football until 28 calendar days have elapsed from the start of practice. A player must take part in at least 20 practice sessions before participation in an interschool game is permitted.
4. No interschool scrimmage may be held until 21 calendar days have elapsed from the start of practice, and at least 15 practices have been conducted and participated in by each individual player.
5. At least 25 players must comprise the squad for participation in 11-man football; at least 18 players for an 8-man team; and 15 players for a 6-man team.

Game Rules:

1. Time periods for 9th grade teams shall be ten-minute quarters. For games of mixed 7, 8, and 9th graders in any possible combination, eight-minute quarters shall be played.
2. The defensive team shall have only six men on the line of scrimmage at the snap of the ball. The basic defense shall be the 6-2-2-1 defense. All linebackers (secondary and tertiary) must be at least one yard from the line of scrimmage when the ball is snapped. Penalty for violations is five yards.
3. The kick-off is not to be used. The offensive team is to put the ball in play from scrimmage on its 35 yard line to begin the game and in succeeding kick-off situations.
4. In case of a safety, play shall start from scrimmage, with the ball being put in play on the 50 yard line.
5. The coach is to be permitted on the field during time-out periods to check such matters as seem desirable to control the safety of the game, and to use the existing situation as a teaching problem. It is realized this rule is subject to abuse by overzealous coaches. Any

coach violating the spirit of this rule should be removed from the program. Coaches using this rule properly, however, can be of real assistance to their players.

6. Free substitution is to be encouraged.
7. Other than the above, the National Federation Rules shall apply.⁵

Intramural Athletics

Although a later chapter is devoted to intramural athletics, it should be mentioned here since it is well within the scope of the athletic program. In some cases, the intramural program is not included among the responsibilities of the athletic director. This is a decided error, for the intramural athletic program needs an administrator who is well versed in the values and dangers inherent in athletics. If the director of the intramural program is not completely familiar with the various problems involved, the collapse of the entire program could very well result.

The National Federation Handbook encourages a well-balanced program of intramural athletics. The chapter on intramural athletics will delve more completely into the scope of such a program.

SUMMARY

A sound athletic program must have definite and well-founded policies covering the following areas:

1. Equal competition
2. Participation
3. Safety and health
4. Insurance
5. Officials
6. Exploitations and solicitation
7. Regulations
8. Supervision
9. Extent of the program

A great number of activities may be included in the intraschool program. The variety of activities offered by any particular school will depend on a number of factors:

1. Geographical and physical characteristics

⁵ New York State Public High School Athletic Association, *op. cit.*, pp. 85-88.

2. Enrollment
3. Facilities
4. Activities natural to the particular area
5. Competent coaching

There is a considerable variation throughout the country in the number of games that may be played in each sport and in the permitted length of the various seasons.

Leagues and conferences are the backbone of the state associations. Leagues are formed by schools of comparable enrollment within reasonable traveling distance of each other, for interschool competition. There have been many changes in the structure of leagues in recent years, owing to changes in enrollment.

The National Federation, state associations, and the N.C.A.A. have taken steps to eliminate the exploitation of high school athletes in all-star games and out-of-season tournaments. Both the *National Federation Handbook* and the state association handbooks have included regulations that restrict the use of school personnel, facilities, equipment, and officials in such all-star contests. Most states also make it illegal to participate in post-season games and restrict interstate competition to round trips of not more than 600 miles.

The junior high school athletic program has come under frequent criticism in recent years, but a well-founded program, based on the principles and policies applicable to all school athletics, will usually overcome this criticism. The basic purpose behind junior high athletics should be participation for junior high school boys, not the building of varsity teams. Because of the immaturity of junior high school boys, certain adaptations should be made in the various activities.

Intramural athletics should come under the supervision of the athletic director, since he is most familiar with the problems that frequently arise in this area.

INSURING SATISFACTORY STAFF RELATIONSHIPS

THE success of any athletic program depends on the personnel who direct it. Without well-qualified and competent personnel, neither ideal facilities nor the best of equipment will do much to improve the program.

Selection of Personnel

The method of selecting the individuals who are to direct various phases of the athletic program will depend primarily on the size of the staff and on custom. Naturally, the school administration will have the final decision on all such matters. Even though the person to be hired will be involved in the athletic program, the main consideration should be his qualifications as an educator. Since he will be a member of the faculty and will be teaching in a particular area, his capabilities in his field of specialization must be considered first.

The athletic director should be included in the interview, since in most cases he will be much more familiar with the qualifications required in this area than are most administrators. Even though a candidate for a position seems well qualified for coaching duties, if his teaching qualifications are not sufficient, the director should never pressure the administration into accepting him. On the other hand, the director should not be saddled with an incompetent person on his staff; he should be responsible for determining the necessary qualifications of all members of the athletic department.

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Qualifications

The qualifications of coaching personnel will vary only slightly from those of all teaching personnel, but there are some important deviations.

Experience, of course, is invaluable. A coach who has had experience has a considerable advantage over one who has not. This does not mean that an inexperienced coach cannot be competent; indeed, his knowledge of a particular sport may well surpass that of an experienced coach. However, it is important for a coach to be familiar with many little things that can be learned only through experience. Learning by one's own mistakes has its merit. If possible, inexperienced personnel should be *first assigned to assist in a sport*; they will learn a great deal by working under an experienced person. As they gain experience, they may be given more and more responsibility and eventually assume a head coaching position. Too many young coaches have been "thrown to the wolves" by being placed in positions for which they were not prepared.

Although it is not necessary for a man to be an outstanding performer in a particular sport in order to be a successful coach, it is valuable for him to have had some experience in the sport he will coach. He will be that much further ahead of the complete neophyte, since his experience as a member of a college or high school squad will have familiarized him with accepted practices, and save him from a multitude of errors.

One of the most important qualifications of a coach is emotional control. This, of course, is very difficult to discern in a brief interview, since lack of control does not exhibit itself until a man is faced with an emotion-arousing situation. There are many coaches who are excellent teachers of the skills and intricacies of a particular sport, but their lack of emotional control completely negates the results of their *own teaching*. The outbursts of an emotionally immature coach are often directed at his own players, the officials, the opposing coach, or the opposing team.

There has been a definite change in attitude among members of our communities, and coaches can no longer act without restraint as long as they win. Many coaches have been eased out of their posi-

tions because they believed any action would be acceptable if they maintained their winning records.

A coach must have a rather broad educational background in order to be effective. As a teacher, he should have a thorough understanding of educational psychology, adolescent psychology, and mental hygiene. As a coach, he should also have some understanding of basic physiology and training principles. Coaches with physical education training have studied all these areas, but other coaches may need some individual study in order to understand the boys both mentally and physically.

Another important characteristic that comes only through experience is that of understanding boys. This cannot be learned entirely from books; it results primarily from day-to-day contacts with typical adolescents. Problems that appear minor to adults may seem enormous to a boy, and as one coaches for several years he will grow to understand the feelings of boys at this particular age level.

A coach must always maintain his sense of humor. It is an extremely valuable characteristic when things are going poorly. The coach who is constantly tense will create tension among his athletes; a good laugh now and then will often be just the remedy needed to change the outlook of everyone involved. When winning becomes a matter of life and death to the coach, he should consider changing to another profession.

A coach must also have courage—the courage of his own convictions, the courage to face criticism. Anyone who has been in the coaching profession for several years knows how fickle the public can be. He must always remember, however, that the athletic program is for the high school boy, not for the adults of community.

The quality of responsibility is undoubtedly one of the most important requirements. An athletic director expects each coach to be responsible for proper teaching of the athletes, proper supervision, careful planning, care of equipment, and the like. A coach who believes his job is completed once his practice session is over is sadly mistaken. The coach's responsibility is continuous, from the moment the boys report to the locker room until the last boy leaves after practice or a game. If a coach must leave before his team is out of the school building, he should see that someone is left responsible—preferably one of his assistants, but never one of

the boys. When high school athletes are left unsupervised, any number of unpleasant incidents can occur.

In most schools, the coach of a particular sport is usually responsible for seeing that his equipment is issued, cared for, and returned in a proper manner. The coach who does not do this will often find himself receiving the bare minimum when requisitions for equipment are decided upon. There is nothing more disturbing to an athletic director than an irresponsible coach.

The Interview

How does the director go about discovering whether an applicant for a particular position possesses the qualifications he considers necessary? Some of these characteristics are extremely difficult to discern in a brief interview, but there are leading questions that may indicate the applicant's attitudes. The following are areas in which the director should get an insight into the attitudes of the applicant, and some methods he may use in determining them:

1. *Education:* This information may be gained from the application form. The director may note the amount of graduate work, which will indicate the applicant's attitude toward self-improvement.

2. *Experience:* Once again, this information can be gained from the application, but the director may ask questions regarding his former positions. The applicant may indicate reasons for leaving, or he may prove not averse to "blowing his own horn."

3. *Recommendations:* The director should read through these completely before the interview, for they may indicate areas in which he will wish to ask questions. He should never mention these recommendations unless they are of a positive nature.

4. *Attitude toward the place of his sport or activity:* The director may ask questions regarding the applicant's attitude toward the value of his activity.

5. *Devotion to his coaching duties:* Request information on the applicant's attendance at clinics, how much time he plans to spend on his coaching and associated duties.

6. *Responsibility:* The director can touch on areas where the applicant would have certain responsibilities and ask him how he

would handle the issuing of equipment, reporting of injuries, and the like.

7. *Emotional control:* Ask the applicant how he would react to a specific unpleasant situation. Although not a foolproof method, it will give the director some insight into the emotional pattern of the applicant.

8. *Attitude toward the athlete:* The director may ask the applicant how he would handle a problem athlete, or what his attitude is toward training regulations.

Let the applicant do most of the talking. The director should not present his philosophy of athletics, for the applicant may only give a reflection of this philosophy rather than express his own. The director should start the conversation, but should try to have the applicant feel free to express himself as much as possible.

In one case, an applicant had made a good impression on the interviewers, and they had almost decided to offer him the position. However, the applicant continued to talk longer than necessary and talked himself right out of the job. A shrewd interviewer who lets the applicant talk as long as he wishes often discovers that attitudes that were not obvious in the early part of the interview will begin to exhibit themselves.

Professional Ethics

Educators too often become involved in long dissertations and extensive lists of rules when they attempt to set up a code of ethics. The best definition of ethical procedure is—

"DO UNTO OTHERS AS IF YOU WERE THE OTHERS!"

Of course, this is a paraphrase of the Golden Rule—yet what are ethics but adherence to this rule?

There is no place on the athletic staff for a coach who will let the desire to win overcome his sense of fair play. If a coach does use an unethical procedure in an attempt to win, his athletes will soon be searching for methods of their own. The coach may believe one little "trick" will do no harm—but to the athletes it may indicate that *such procedures* will be condoned, and their attempts at chicanery may be much more serious.

A coach may have an athlete on his team who believes that anything is legal if he can get away with it. If such an attitude is

not nipped in the bud it will soon become infectious and spread through the entire team, and the coach will then have a real problem.

During the development of every sport there have been a great number of changes in the rules. A major reason for this is the attitude on the part of some coaches that if a situation or action is not covered in the rules, it is legal. As a result, the rules committees are continually attempting to avoid such situations by frequent reviews of the rules. If a coach searches far enough, he may come up with a "trick" or two that are not covered by the rules, but if they are ethically questionable, they should be avoided.

The problem of teams "running up" scores has been a major problem in interschool athletics for many years. There are a number of reasons why a coach will continue this unethical practice—to build a reputation for himself, to build a reputation for one or more of his athletes, or inexperience, to name three. The director who has such a coach on his staff should not hesitate to mention the questionable ethics of such a practice. Those who suffer most are the opposing athletes, and to develop a reputation at the expense of adolescent boys is far from ethical. (Moreover, a coach will often rue the day he acted in such a manner, since the athletic material at the high school level changes so rapidly that he may soon find himself on the other end of the score!)

To adolescent boys, the coach represents the highest type of masculinity. Most coaches do not realize how many boys idolize them. If the coach's actions are somewhat shady, the impressionable boy will see no harm in acting in a similar manner. There is no telling just how seriously a coach's conduct may affect a boy's entire future.

Cooperation

The athletic director will find that the degree of cooperation, both within the department itself and with other departments, will have lasting effects on the success of the program. No coach should feel that his sport is the most important in the program, just as no department should be considered the most important in the school.

Within the athletic department itself, the director must see that there is full cooperation among the individual coaches. No

sport should be considered unimportant; an unimportant sport should not be a part of the program. When the athletic budget is formulated, no one sport should receive the "lion's share" of money at the expense of other sports. The use of facilities should be scheduled on an equal basis. Multiple facilities usually solve this problem, but a shortage of facilities will demand careful planning. In scheduling activities, the director should insure that one activity does not always get the best dates and times. Some activities are not well attended by the public because of poor scheduling practices, and thus never have a chance to grow in popularity.

Competition for athletes among coaches whose sports have the same season can be a definite problem for the athletic director, and it can result in hard feelings between the coaches involved. In one case, two coaches who were constantly at odds over this problem, did not even speak to each other for two years. Eventually, both of them left the system and the school lost two outstanding coaches.

Since such competition may range from good-natured joking to serious antagonism, the director must indicate during the first meeting of his staff the practices that should be followed. No coach should make any promises regarding the future of a boy in a particular sport, for he will be putting himself on the spot. No pressure should be exerted on a boy to select one activity over another. Such a practice is completely unethical; the choice must rest strictly with the boy. If a boy approaches a coach, and questions him on the advisability of trying out for a particular sport, the coach should answer him frankly but make no promises. Coaches should be encouraged to develop the habit of discussing such problems with each other in an amicable manner. This system can work very effectively and eliminate much of the possibility of hard feelings among the staff members.

If a boy makes a mistake in his choice, he cannot blame the coach if no pressure has been exerted. In one school, for example, a varsity wrestler decided he would go out for basketball. He discussed this with the basketball coach, who was honest with him and indicated that the wisdom of such a move was questionable. He tried it anyway, and he made the team, but he sat on the bench most of the season. The following season he reported for wrestling once again, but because of his loss of one full year of practice, he was not able to reclaim his varsity status. The boy had made the

choice; he had been promised nothing, and he could place the blame on no one but himself.

Cooperation with other departments, the administration, and the faculty as a whole is the responsibility of the athletic director. He must indicate to the members of his staff that they should strive for such cooperation whenever an opportunity presents itself. No department should be so independent that it schedules activities without concern for others. Usually there is a master calendar in the administration office on which all scheduled activities are listed. The athletic department should list its activities as soon as they are scheduled, and the director should check beforehand to insure that he is not interfering with a previously scheduled activity.

There will be times when unexpected situations will arise, both in athletics and in other areas, but if department heads check with one another these problems can usually be settled amicably. The director should impress on the coaches the fact that unexpected emergencies will arise and teachers will sometimes have to detain certain athletes at the close of the academic day for emergency class meetings, yearbook meetings, etc. These usually do not occur frequently, and the coaches should be willing to allow the athletes to be a few minutes late for practice. If this situation occurs too often, the director should discuss the problem with the faculty members involved, explaining why athletes cannot be tardy too frequently. Most faculty members who understand the situation are willing to cooperate. It can become rather unpleasant if departments or faculty members become incensed over such conflicts and it often ends up with neither party willing to yield. The only ones who suffer are the boys.

Through custom, certain activities will always be scheduled at the same time each year. No matter what method of scheduling is used, the program will usually fall into a set pattern. This is desirable, for when these activities are scheduled the same way year after year, very few conflicts will arise and scheduling will be much simpler for all involved.

In extreme cases, noncooperation can reach a point where directors and department heads are purposely scheduling activities so they will conflict. If there is a disagreement between coaches and other members of the faculty, the directors should step in and attempt to settle the matter. If there is a conflict between directors,

the administration should call for a conference and determine what action should be taken.

Cooperation is usually infectious. A director or coach who is willing to cooperate fully with another department or faculty member will find he has little difficulty in obtaining a similar favor when he requests it. There will always be a small minority who can only see things their way, but the individual who has cooperated to the fullest will find many supporters if a conflict does arise.

Supervision by the Director

At the outset of each school year, the director should call a general staff meeting to discuss the policies and principles applicable to the athletic department. Although it may be repetition to returning members of the staff, it may be good practice to remind them of their obligations. It will also give the members of the staff an opportunity to present their views and discuss problems that may have arisen in previous years.

The director should check frequently to see that the program is functioning smoothly. There will be times when the director will receive queries regarding the athletic department, and he should be able to answer without hesitation. He will not be able to do so if he is unfamiliar with the current situation. If conditions do exist in the department which might result in criticism of either individuals or the department, the director should see that they are corrected. If there is no basis for criticism, he will be able to counteract any detrimental impressions or misconceptions whenever they arise.

Proper supervision is extremely important if the director has new or inexperienced personnel. Without it, staff members may continue to make serious mistakes in judgment, when a little positive guidance by the director could very well determine their future success.

The exact procedures to be used in supervision will depend on the local situation and the nature of the activity. The director should make an attempt to visit each activity at least once a week under normal circumstances. If there are problems, he may find it necessary to observe more frequently. Such visits should be on an informal basis, rather than on a strict schedule. It should appear

that the director was merely passing and decided to watch the proceedings for a short while. If after such a visit the director wishes to discuss his observations with the coach, he may find it advisable to bring up the subject in a casual manner, rather than making a formal request for an appointment with the coach. A little diplomacy will go a long way in improving unsatisfactory situations. A formal note to a coach often seems cold and impersonal, and it can cause misunderstandings. As the coach and the director discuss the problem, the coach will be able to explain his reasons for his actions, and the director may find them to be well founded.

The shrewd director will look for good practices as well as poor, and he will make it a point to compliment a coach on his procedures. In this way, the staff will not get the feeling that the only time the director discusses an activity is when he has something critical to say. If a problem does exist, the director might well open the discussion with complimentary statements before discussing any negative aspects.

Support of the Staff

A director must support his staff when they are performing their duties properly. The director may hear criticism of his staff, and it is his responsibility to counteract it. Coaches, in particular, are frequently criticized without concrete reasons, and the director must do his utmost to offset unjustified comments and objections.

Most directors are former coaches and, having had experience in various sports, may feel that they are well qualified to judge the capabilities of a coach. Despite this, however, the director should never criticize his staff in public. This is extremely poor practice—and, moreover, it reflects on the director himself, since he has usually approved the coaching assignment. If there is cause for criticism it should be handled in a discreet manner. The director should discuss the matter directly with the coach, never behind his back.

The director who is drawn into a discussion of the capabilities of the coaches on his staff, unless it is in an official capacity, should never make any critical comments. If he has difficulty finding positive statements, he should make none at all. Coaches receive

enough uncalled-for criticism from "downtown quarterbacks" without being disparaged by members of their own group.

Extra Pay for Coaching

Extra pay for coaching is a problem that must be faced by the director. Some coaches are well paid for their services, but others are not so fortunate. There are various methods of paying the coaching staff; a great deal depends on school custom, and the director may find it extremely difficult to change an established means of compensation, even when it is inequitable. The most common methods include the following:

1. Non-physical education personnel:
 - (a) Paid for each sport coached.
 - (b) Receive extra compensation in salary for coaching a determined number of sports.
 - (c) Receive compensation for free time spent in coaching.
 - (d) Receive no extra compensation.
2. Physical education personnel:
 - (a) Paid for each sport coached.
 - (b) Receive extra compensation in salary.
 - (c) Required to coach one or two sports; paid for others.
 - (d) Required to coach two or three sports and paid an average amount.
 - (e) Receive compensation for free time spent in coaching.
 - (f) Receive no extra compensation.

There may be other methods, but most plans will follow one of these patterns.

In many schools, coaching is considered a part of the physical education teacher's responsibilities. When this teacher has a teaching load comparable to that of other teachers, there is no reason why he should be expected to coach without extra pay if nonphysical education personnel are paid for coaching. A physical education teacher should be hired by the administration for his teaching ability in his particular field of specialization, and coaching should be an extra duty. The fact that physical education is related to athletics should have no bearing on the question of extra compensation. Many schools provide extra pay for

faculty members who supervise such activities as dramatics, public speaking, student clubs, music programs, publications, and student government, and there is often a close relationship between the supervisors' academic fields and their extra duties.

Fig. 2, Fig. 3, and Fig. 4 indicate the results of surveys of coaching pay, in the states of Illinois, Wisconsin, and New York.

Fig. 2

EXTRA PAY GIVEN FOR COACHING DUTIES IN 60 ILLINOIS HIGH SCHOOLS¹

	\$50 to 99	\$100 to 149	\$150 to 199	\$200 to 249	\$250 to 299	\$300 to 349	\$350 to 399	\$400 to 449	\$450 to 499	\$500 and up
Ath. Director	4	1	2	2	1	6	1	1	1	12
Baseball	2	5	7	14	5	7	2	1		
Baseball Asst.	1	2	3	9	2	2		1	1	1
Basketball				2	5	14	5	12	2	20
Basketball Asst.		3	7	13	10	10	3	1		
Cross-Country		3	3	3	5	1		1		
Football			1	6	1	9	7	12	2	16
Football Asst.		5	7	14	12	7	2	1		
Golf		5	1	8	4		1			
Intramurals		1	5	3		1	1	4	2	
Swimming				1	1			1	1	
Tennis	1	1	3	6	3	1	1			
Track	1	8	9	12	5	7	5	2	2	
Track Asst.		2	8	1	4	1				
Wrestling			1	2	1	6		1	1	

¹ William Healy, "Extra Pay For Coaching," *Scholastic Coach*, December, 1939, p. 14.

Fig. 3

EXTRA PAY GIVEN FOR COACHING DUTIES IN 60 WISCONSIN HIGH SCHOOLS ²

	\$50 to 99	\$100 to 149	\$150 to 199	\$200 to 249	\$250 to 299	\$300 to 349	\$350 to 399	\$400 to 449	\$450 to 499	\$500 and up
Ath. Director		7		2	2	2	1			
Baseball	8	14	4	5	4	2	1			
Basketball			2	8	3	10	6	15	7	8
Basketball Asst. 2		10	6	19	8	5	4			
Cross-Country 1		4	6	3	2					
Football		1		10	2	13	7	12	4	10
Football Asst. 3		8	8	19	4	9	4			
Golf 10		8	8	5						
Intramurals 2		6	3	5	2				1	
Tennis 6		4	7	5	3					
Track 4		15	5	14	7	2	1	1		1
Wrestling 2		5	5	6	5					1

² *Ibid.*, p. 16.

Fig. 4

RANGE AND MEDIAN OF EXTRA PAY REPORTED FOR VARIOUS ACTIVITIES IN NEW YORK³

<i>Activity</i>	<i>Number Reporting</i>	<i>Range</i>	<i>Median</i>
Archery	1	\$100	\$100
Athletic Administration	38	100-2200	400
Baseball (incl. asst.)	256	50-820	250
Basketball (incl. asst.)	283	25-1000	350
Bowling	71	50-525	150
Crew	3	200-350	300
Cross-Country	74	75-500	200
Fencing	1	362	362
Football (incl. asst.)	228	2.25 per hr -1900 annual	300
Football Trainer	2	200-400	500
Golf	83	50-700	150
Gym Team	3	200-325	320
Handball	1	362	362
Hockey	8	150-500	300
Intramurals	64	2.00 per hr. -650 annual	160
Lacrosse	13	250-810	300
Rifle	32	75-425	225
Skiing	12	50-400	100
Soccer (incl. asst.)	78	75-750	200
Softball	2	100-200	150
Swimming	32	3.00 per hr. -580 annual	300
Tennis	117	75-525	200
Track	191	50-875	200
Volleyball, table tennis, and badminton	17	50-200	75
Wrestling	110	150-820	275

³ John H. Shaw and Bruce Reagan, "Extra Duty Pay in New York State Schools," *New York State Journal of Health, Physical Education and Recreation*, Vol. 12, No. 4 (Summer Issue, 1960).

Division of Work Load

This division of the athletic department's work will depend entirely on the school situation. In smaller schools, the director is often responsible for most of the activities dealing with athletics. He may direct the program and coach all the sports, as well as teaching a full class load. In larger schools, the director should be certain that one individual is not overloaded with coaching duties. Since most states will only allow qualified teachers to coach, each coach will also have responsibilities in his field of specialization. If he is overloaded with coaching duties, something must suffer—either his teaching or his coaching.

The proper degree of responsibility for any person depends on the size of the school and the nature of the activities. Generally speaking, an individual is most effective if he is the head coach for only one sport. If necessary, he may assist in another. The director should attempt to avoid the necessity for anyone to coach in two successive sports.

In larger schools, the director should avoid coaching more than one sport—and it is often inadvisable for him to coach at all, since responsibility for the numerous activities of a large school can demand a great deal of time. The director who coaches may be forced to neglect one phase or another of the over-all program.

No athletic director should attempt to do everything himself. Staff members are usually willing to assume additional responsibilities; in fact they welcome them as an indication of the director's belief in their ability. One of the marks of a good administrator is his willingness to delegate authority to responsible individuals.

Individual Improvement

Each member of the staff should be encouraged to seek self-improvement. The director should keep his staff informed of the various opportunities that are available, and he should help them to take advantage of them by allocating money in the budget for expenses that may be incurred. There are, for example, coaching clinics within a reasonable distance of most schools. The director should post a list of these clinics, their location, and the professionals who will be on the staff.

Graduate courses dealing with many phases of athletics should also be brought to the attention of the staff. Some schools make a practice of paying for all or part of the tuition for such courses; others offer an incentive plan of increased salaries for a stated amount of graduate credits. In any case, the director should encourage his staff to use this method of professional improvement.

Each athletic department should have an extensive library covering all phases of athletics—the psychology of coaching, skills, new methods, training, and the like. Such books should be freely available to all members of the staff.

The director should also see that the department subscribes to as many professional magazines as possible. These should be placed in a central location, so the staff will have an opportunity to keep abreast of current advances in athletics. It would also be advisable to place in the same area all the rule books that are available. These will be of considerable assistance to the coaches, since there are frequent rule changes that should be brought to their attention.

CODE OF ETHICS FOR COACHES OF SHERBURNE CENTRAL SCHOOL

1. Remember that you are handling adolescent boys. Do not expect them to react as adults. They are not professional athletes, but they participate in athletics because they enjoy doing so. You should understand the basic principles of adolescent psychology and apply these to your coaching.

2. The coaches must maintain friendly relationships. We are in close contact with each other and must attempt to assist each other as much as possible. No coach should ever criticize another coach. We are all criticized from time to time in the community and must work together to combat this. If you cannot say anything good about one of your fellow workers, don't say anything.

3. We must not attempt to influence a boy to select one sport over another—the final choice is his. If your opinion is requested, give the boy or his parents your honest opinion. Be certain that all those involved understand that this is strictly an opinion and does not necessarily guarantee success. In some cases, you may find that a boy is undecided as to what activity he should enter. Despite the fact that it may cost you an athlete tell him truthfully

what you think his chances will be, and if you believe he would be much more successful in another sport, do not hesitate to indicate such. The important thing we want is participation. We would like to have almost every boy in a sport.

4. The attitude of the coach is reflected by his athletes. Be careful of your attitudes as expressed before the athletes.

5. Do not infringe upon another coach's season. The start and conclusion of your season is clearly indicated in the athletic regulations. Adhere to these regulations. If a boy approaches you about how he might improve himself you may indicate several methods. Do not try to influence him to drop out of other sports in order to concentrate on one sport. This is unfair to the boy, the school teams, and the other coaches.

6. Coaches should inform the athletes that they may lose the privilege of participating in our program if they do maintain high standards in their responsibilities as students and as citizens of the school community. Their actions in school reflect upon every athlete in the program. They may be refused the privilege when their actions are derogatory in nature.

GENERAL REGULATIONS FOR COACHES OF SHERBURNE CENTRAL SCHOOL

1. Each coach is responsible for the equipment of his team. It is his responsibility to have an organized system of checking out equipment and checking it back in. We should be able to account for every item. Haphazard care will only result in the possibility that your requests for equipment may be reduced in future years.

2. The coach must see that the equipment is not misused.

3. See that the facility which you utilize for practice and games is both clean and safe. You are not expected to clean the area, but see that whoever is responsible is assuming this responsibility. Remove hazards or see that they are rectified—we must protect the boys from injury due to hazards that could be eliminated.

4. Do not leave the building until the last boy from your group has left. If emergencies arise, see that someone assumes your responsibility.

5. Check the locker room before leaving to see that it is left in proper order.

6. See that the storage room is locked and all lights are out if you are the last coach to leave.

7. You are responsible for the acts of your team on any trip—both on the bus and while the guests of your opponents.

8. See that all injuries are handled in a proper manner. Always think the worst of an injury and hope for the best. Be sure to report all injuries so that a form may be submitted. There have been a few cases where boys have been injured but no report was made. This leaves the department open for criticism. You will get further information on this in a bulletin on reporting injuries.

9. Make certain that every member of your squad is insured. No boy will be allowed to participate if he is not insured.

SUMMARY

The relationships between staff members, between the director and the staff, and between the athletic department and other departments in the school will have a telling affect on the program.

The director should play an important part in the selection of new members for the staff. The qualifications he should seek in his personnel are experience, knowledge of his particular coaching area, emotional control, a broad educational background, an understanding of the adolescent, a sense of humor, courage, and responsibility.

Codes of ethics are sometimes long and involved, but the simplest guide is adherence to the "Golden Rule." A coach must not allow the desire to win to overcome his sense of fair play or that of his players. Running up astronomical scores is an unethical practice that frequently occurs in high school athletics; the director should do his utmost to see that his staff avoids this practice. As the model for so many boys, the coach must always use extreme caution in all his actions.

Cooperation is a must for all members of the staff, who should be urged to cooperate with each other, with other members of the faculty, and with other departments. A department that cooperates with others will usually get similar cooperation in return.

No department or sport should be considered more important than any other when it comes to scheduling activities, use of facilities, or the purchase of equipment.

The director must supervise his staff carefully and be certain that their actions do not invite criticism of the department. He must be extremely cautious with inexperienced and new persons on the staff, who may not be familiar with accepted practices in the particular school system. If it is necessary to suggest changes, the director should do it in a tactful manner, but see that the changes are made.

With the knowledge that his staff is doing a satisfactory job, the director should support his staff to the utmost and defy any unwarranted criticism. The director should never publicly criticize any of his staff members. If criticism is warranted, it should be handled in a private and official manner.

The question of extra pay for coaching is a problem that the director must frequently face. He must be familiar with the trends, both national and local, if he is to support or resist efforts for extra-duty pay.

Staff members should be informed of every opportunity for individual improvement. The director should assist his staff in attending clinics and graduate programs. He should also have an extensive library, and magazines and rule books should be freely available to each one in the department.

SUCCESSFUL OFFICE MANAGEMENT

THE requirements of an athletic director's office will vary considerably, depending on the size of the school, the number on the staff, the extent of the program, and the space available. There are, therefore, very few schools that would have exactly the same requirements. In covering the areas of primary importance, therefore, this chapter may discuss some subjects that are not applicable to certain athletic departments—and, possibly, may omit some topics that should be included in others.

Good organization will generally make for a good program. The director should be able to obtain any required information at a moment's notice, without searching through drawers or through reams of paper on his desk. A well-organized office will save the director and staff members a considerable amount of time, for they will have needed information at their fingertips; it will eliminate the necessity for spending tedious hours compiling information that should be available.

Files

The size and number of files required again depends upon the size of the school and the department. No matter what amount of space is required, the athletic director should have a separate area for his athletic program. If he also supervises other areas, such as physical education, health, or recreation, each program should have its own file. When the amount of required information is small, each subject may be kept in a separate area of a

single file drawer. In some cases, each area might have its own file drawer, and in larger systems each might require an individual file cabinet.

Many of the forms mentioned in this chapter are more completely described in later chapters, so they are not illustrated here; the reader will be referred to the chapters in which these forms can be found.

Following is a listing of the folders that might be included in a typical file and a short description of the information that might be placed in them. Other ways in which such material may be arranged to facilitate its use will be indicated where appropriate.

1. *Accidents and Injuries*: These forms indicate the individual injured, date, time, type of injury, and disposal—first aid, doctor, hospital, etc. (Forms in Chapter 15.)

2. *Athletic Awards*: Two separate files of information may be maintained to cover this area. One folder contains the names of boys who have earned awards, the year, and the sport. This provides the director with a record of all previous award winners. This information can usually be compiled on one or two sheets of standard-sized paper for each year. (Illustrated in Chapter 14.)

The current file contains standardized forms printed on 3" x 5" cards, on which are recorded the awards that have been achieved by the boys who are still participating in the program. This is particularly important if the unit system of awarding jackets or sweaters is used. In a few seconds, one can tell exactly how many units each boy has achieved. (These are also illustrated in Chapter 14.)

3. *Athletic Organizations*: This folder contains all pertinent information on such organizations—the constitution, minutes of meetings, attendance, etc. (Further information in Chapter 17.)

4. *Budget*: In this folder should be filed information regarding the amount of money available for the athletic program. It should include lists of the equipment that has been requisitioned, ordered, delivered, and paid for. (Typical forms are illustrated in Chapter 9.)

The size of the school will determine whether it is advisable to have a separate file for budgets, requisitions, order forms, and receipts. In some cases, bills are submitted as soon as received,

but if bills are submitted at a specific time, the director should have a folder for them. Again, this will depend on the financial practice of the school system. In some cases, the director may find it simpler to place all this information in a loose-leaf binder.

5. *Catalogs*: In most instances, the athletic equipment catalogs utilized by the athletic department will require an individual file drawer. If the director does not make a habit of checking them frequently, he will often have obsolete catalogs. He should maintain an up-to-date file of catalogs that will give him a complete listing of all athletic equipment with current prices.

6. *Coaches*: This folder should contain important data regarding all the coaches on the staff—their home addresses, telephone numbers, summer addresses, and any other pertinent information that may be required if they must be contacted on short notice. Personal data should also be recorded, in case it is needed for publicity purposes.

7. *Coaching Schools*: This folder should include all the information the director may receive on current coaching schools. Since this information is extremely important to the members of his staff, he should file it rather than attempting to remember all of the particulars.

8. *Contracts*: This folder should contain all contracts applicable to the athletic department, such as game contracts or officials' contracts. (Forms in Chapters 5 and 7.)

9. *Correspondence*: The director should have a file of current correspondence, since he may find it necessary to refer to such information from time to time. This folder should include pertinent correspondence on specific phases of the athletic program and carbon copies of his own correspondence.

10. *Eligibility Lists*: This subject covers two separate areas and might require two folders. The first would contain records of participation eligibility, for students in both his own school and opposing schools. The director may file these records in a folder or place them in a loose-leaf binder for the convenience of the coaching staff. They should be maintained from year to year so each coach may check to see what players from opposing teams will be returning and new coaches will be able to discover the number of experienced players they will have on their squads.

Scholastic eligibility forms may be placed in a large folder

with copies of the regulations. It may be more convenient to have a standard eligibility form printed on 3" x 5" cards and kept in a separate small file, since these forms will be in constant use during the year. (The various types of eligibility forms are illustrated in Chapter 12.)

11. *Equipment Inventory*: These forms may be placed either in a regular folder or, if rather numerous, in a separate loose-leaf binder. In either case, they should be readily available. (Typical forms are illustrated in Chapter 9.)

12. *Equipment Issue*: The director may use one of several methods to maintain a record of the equipment that has been issued to the athletes. These are discussed, and the forms that may be utilized are shown, in Chapter 9. If he uses the large team-issue forms, a regular folder should suffice. If individual equipment-issue cards are used, they may require a separate 3" x 5" file.

13. *Facility Schedules*: A definite schedule for the use of facilities should be both kept on file and posted in a prominent place. If forms are to be completed when there is a request for the use of facilities that come under the jurisdiction of the athletic department, these forms should also be placed in this folder.

14. *Finances*: This folder should include all the information regarding the financial affairs of the athletic department and the athletic association or varsity club.

15. *Game Result Reports*: These forms should be available to the coaches or managers after each contest so they will be able to note the information they wish to have publicized. This is extremely important to the individual who has the responsibility of reporting such information to the newspapers, radio, or television. (This form is illustrated in Chapter 23.)

16. *Gate Receipts*: The director should maintain a record of the gate receipts for the various sports over a period of years. Such information may sometimes be required, and this record will make the task much simpler.

17. *Graduate Courses*: This information may be placed in the coaching-school file or, if necessary, in a file of its own. It should include brochures and catalogs sent by various colleges and universities.

18. *Intramurals*: This folder should contain a complete rec-

made by the physician should also appear in this folder, since the coaches may wish to refer to this information from time to time. (Forms in Chapter 15.)

25. *Physicians:* The physicians who are to treat athletic injuries should be listed with their addresses and telephone numbers. Also listed should be other important numbers, such as the ambulance and the hospital. It might also be well to post a similar list on the athletic director's bulletin board.

26. *Public Relations:* The material in the "game report" file might be included in this folder, or vice versa. It should include the names and telephone numbers of the individuals who should be contacted at the newspapers, radio, or television stations. If specific instructions are necessary, having them on file will make them readily available to those who will be contacting the various media.

27. *Reconditioning:* Although this material might be placed in the "equipment" folder, it is often convenient to maintain a separate file for it. This file will indicate to the director which equipment is at the reconditioners when he is in the process of taking an inventory. It may be difficult to foresee the cost of reconditioning equipment when setting up the budget, and the director may be able to approximate it more closely if he has such records from previous years.

28. *Reports:* This will include all the reports that the athletic director must complete in regard to the various phases of the program—reports to the board of education, the state athletic association, and the like.

29. *Schedules:* This folder should include the complete schedule for athletic events during the year. (This is covered more completely in Chapter 5.)

30. *Season Records:* The athletic department should maintain a record of all the game and event results from year to year. In this way, coaches will be able to check back on previous results, and the director will have on hand information that he will frequently need for publicity purposes.

31. *Section or District Information:* All information sent to the director from the section or district of which his school is a part should be filed here. It should also include the minutes of their meetings and the by-laws of such groups.

32. *State Athletic Association:* All the information received from the state association should be filed here.

33. *Transportation:* This folder should include a list of the regulations regarding transportation for the various events, a schedule of events, and the time of departure for these events. (This is covered more completely in Chapter 22.)

Individual Sports

It is convenient to use a separate file drawer for the activities themselves. There should be a separate folder for the material pertinent to each sport. Such a file might include the following information:

1. Handbook material.
2. Scouting reports.
3. Clippings.
4. Eligibility lists (own and opponents).
5. Equipment issue sheets.
6. Articles.
7. Bulletin board material.

This arrangement may vary from school to school, but in some way the data on each sport should be kept separately for the convenience of those who wish to utilize the information.

Standard Forms

The various forms that the athletic director will use are described in the chapters dealing with their particular area of application. It is important for the director to use standard forms wherever possible; this will result in standardized procedure and will simplify tasks involving forms for the staff.

The standardized forms appearing in the various chapters may be produced in several different ways. If possible, the forms that will be standard for several years should be printed; the expense is usually considerably less than one would assume. Standard forms may also be mimeographed, and the mimeograph stencils can be used many times. The most inexpensive method would be to have them distoed, but this will supply a limited number of copies, since ditto masters wear out after a number of copies are run off. No matter what method is used, it will most certainly

be more convenient than making individual forms each time one is required.

There are times when a member of the staff or the director will need a form that differs from the standard forms that may be on hand. A dittoed form on which there is no typed information will prove extremely valuable in cases where there is no need for more than one or two such forms. The required information may be filled in as desired.

Clerical Assistance

This is another area which will be greatly influenced by the size of the school. In larger school systems, the director may have a full-time office staff of one or two persons—possibly more in city systems. In other cases, the clerical staff may be only part-time, with the athletic director sharing their services with other directors. In smaller schools, the director's only clerical assistance may be those hired to act as assistants to all members of the faculty staff as well as the administration.

Many schools, in order to give their business-major students practical experience, will supply each director with a student for a type of *on-the-job training*. This method has proved extremely valuable for both the directors and the students. If this method is not utilized in a school, the director might well approach the business department director, who will usually receive such a suggestion with enthusiasm. A number of different students may be assigned during various periods to type, answer the phone, and take dictation, if they are capable. Finally, the director of a small school may have no assistance at all, in which case he must handle all clerical tasks himself.

No matter what system is utilized, the director should be certain that the clerical phase of his department is being handled efficiently. Clerical assistance should make the director's job considerably easier, but carelessly handled it might well create considerable more work for the director.

If the director is sharing assistants, or if all clerical assistance throughout the school is handled by a few persons, he should be certain that he does not demand too much of their time at the expense of other departments. When high school students serve

as assistants, the director must remember that their skills and abilities will be somewhat limited. He must, therefore, be extremely cautious in the type of work he requests of them, since the task may have to be repeated if they are not capable of handling it properly. In addition, he must remember that the students will have a considerable amount of school work, and he should not overload them with his departmental work.

Whenever the director has clerical assistance, he should always give the individuals involved sufficient time to prepare any material he requests. There is nothing more disturbing to office personnel than to have a director who waits until the last minute before supplying them with information that is needed on a due report, or insists that his clerical work must take precedence over others. When there is a deadline for any material, the director should have it in the hands of the clerical assistants well ahead of the due date, because they may have other responsibilities that are just as demanding.

Courtesy, cooperation, and consideration are extremely important in dealing with clerical assistants. A director who constantly shows these qualities will have little difficulty in getting material out quickly if he does happen to be caught in a pinch. This situation should arise very rarely, however, if the director is well organized.

Correspondence

Whether the director has clerical assistance or not, all his correspondence should be typed. A typed letter is much easier to read and will usually get more attention than a hastily scrawled one—and typing will also eliminate the many misunderstandings that can result from handwritten material.

It is advisable for the director to keep carbon copies of all his correspondence, since there will be times when he may not recall the exact wording of a letter. If any question arises as to specific statements or arrangements made, a carbon copy will eliminate any chance of error.

The athletic department should have stationery with its own letterhead. This makes a much better impression than correspondence written on blank paper or on school stationery. Such station-

ery is quite inexpensive, and it is well worth the small cost. There are many types of letterheads, from the most simple to the very elaborate. Many schools include their school crest, athletic symbol, or mascot, but this is not a necessity.

SUMMARY

There will be considerable variation in the equipment and records in the athletic director's office. Although the requisites differ with the size of the school, certain common areas must be included.

Good organization of the information and material that must be on file and available to the staff and the director will do much to simplify the many tasks that must be completed in the department. The director should be certain that his files include all the information relevant to the department's operation. In addition to the complete files, some areas may require separate filing systems because of their frequent use. Each individual sport can be given a separate area in the file, to enable the director to group together all the information that applies to each particular activity.

Standardized forms will create standardized procedures among the staff members, and they should be utilized wherever possible. The director may have such forms printed, mimeographed, or dittoed. He should also have blank forms available for use when a standard form is not appropriate.

The amount of clerical assistance available to directors varies from school to school. If the director does have clerical assistants, he should treat them with courtesy, cooperation, and consideration if he expects the same in return. In schools where there is little clerical assistance, the director may be able to utilize students who are majoring in business and supply them with a valuable educational experience.

The director's correspondence should be typed neatly, and he should retain carbon copies for reference at a later date. If at all possible, the athletic department should have stationery with its own letterhead.

SCHEDULING PROCEDURES

ONE of the major tasks facing the athletic director is the problem of scheduling activities—the greater the number of activities, the greater the problems. But as in any area of responsibility, good organization can simplify the task. Haphazard scheduling can often result in general chaos, and have unpleasant repercussions. The director must use care and discretion in all his scheduling activities.

Principles of Scheduling

If the director's school is a member of a league or conference, league commitments must always take precedence over nonleague activities. This may force the director to refuse or, at least, delay scheduling contests that are more attractive, both competitively and financially. The individual directors in a league should insist that their league schedules be arranged far enough in advance to facilitate the scheduling of nonleague activities for those who wish to do so.

Unpleasant situations may arise when a school attempts to function in more than one league or conference in one or more sports. In such situations one of the groups may be forced to adjust in order to compensate for the other. The schools who continue to compete in only one of the groups are often treated unfairly.

The director should never attempt to change the date of a league contest in order to clear the way for a nonleague contest. The schedulers have difficulty enough in arranging schedules that

are satisfactory to the many member schools without being asked to make adjustments for the benefit of one school.

There should be an understanding in the league that in the case of a cancellation, league contests have preference over non-league commitments. This situation can usually be worked out to everyone's satisfaction, but this requirement should be clearly stated in the league by-laws. This is particularly important in the case of baseball, golf, and other sports where inclement weather will often cause postponements and, because of the short spring season in many states, it is difficult to reschedule postponed contests.

Equal competition is an important objective of good scheduling. There is no reason why a team should schedule a so-called "breather." As the director sets up the schedules for each activity, he must keep in mind that a good gate or a large guarantee is no excuse for mismatching teams.

In an earlier chapter, the suggested mileage limits between competing schools as set forth by the National Federation were discussed. Ordinarily, schools in the same area will join together in a league and eliminate much of the travel problem. However, nonleague contests are often scheduled between teams a considerable distance apart, and there are dangers of which the director must be wary. If it is the custom for a school to schedule a trip that will require an overnight stay, the director must be certain that lodging arrangements are possible. He should never schedule an extremely long trip if the team must step from the bus and be ready to play with only a short recuperative period. Because a long trip is tedious and tiring for the athletes, this is an extremely unwise practice. Similarly, a long trip immediately after a contest is tiring and uncomfortable to a group of boys who have just completed a strenuous activity. In either case, the practice is neither physiologically nor psychologically sound.

The director must be careful not to create conflicts, either between two events or between two school functions. In some cases it is advisable to combine two events—for example, to run a cross-country meet at the halftime of a football game. This will provide an excellent selling program for the athletic department. If cross country does not happen to create much local interest, this practice might well increase enthusiasm for the sport. Of

course, many schools have cross-country teams that are well supported, and in such a case, this sport should not be relegated to a football halftime program. This decision will rest with the director, since he knows his program the best.

It is inadvisable to schedule two events at the same time where there is a possibility that the support may be divided. It would be unwise, for example, to schedule a basketball game at home and a wrestling match away from home if there is equal interest in both sports, since the team that is on the road would probably draw very few fans from the home town.

The director would undoubtedly find that the football coach would be upset if a band concert were scheduled at the same time as one of his football games. The athletic department does not desire any infringement on their scheduled activities, and the director must be certain that he does not infringe on the activities of other departments. There will be times when emergencies arise, but they can usually be solved with interdepartmental cooperation. If the athletic department indicates all its dates on the administration's master calendar and the other departments do the same, very few conflicts will arise. If there is a chance that a team or an individual may progress through a tournament and have the opportunity to compete further as a result of winning, this also should be indicated on the schedule, for it is this type of situation that usually creates conflicts. All departments should do their utmost to avoid infringing on other scheduled activities.

When to Schedule

Schedules should be arranged as far in advance as possible. In certain cases, league schedules are established on a rotating basis, and the directors will be familiar with their schedules years in advance, barring unforeseen circumstances.

One of the major problems in high school athletics seems to be the inability of directors to arrange their schedules early. Most directors are kept extremely busy, but scheduling is one of their main responsibilities and should take precedence over many of their other duties. When a director is contacted for a contest, he should indicate as early as possible whether his team will be able to compete. There is nothing so irritating as to have a director in-

dicating that he may be able to schedule a contest, but that he is not certain of the date. The intelligent director will fill his schedule as completely as possible and fit in the slow-answering director later, if feasible.

League schedules should be determined as early as possible. Since league contests usually do not fill a school's schedule completely, the director must often arrange nonleague contests, and this is obviously difficult to do if he does not know his league schedule. There is no reason why the complete league schedule for all sports cannot be submitted in February or March of the preceding school year. In some sports, it is imperative that open dates be known as early as possible so they can be filled. It is an excellent practice to have as a part of the league by-laws a specific date by which all league schedules must be agreed upon. Any readjustment necessary may be worked out by the schools involved, with the approval of the league, and the changes can be sent to all the league members.

Midweek Games

There has been a recent trend away from games played the night preceding a school day. This applies particularly to events that are scheduled in the evening and require students to be away from home during the normal evening hours—such sports as basketball, wrestling, swimming, and the like. The reasoning behind this trend is that such activities will interfere with school work that must be completed in the evening. There is also the possibility of students returning home rather late after a game, and the late return having a detrimental effect on their school work the next day.

No doubt there can be arguments both pro and con on this matter. Usually the administration or the board of education decides to eliminate midweek games after public criticism or faculty request. In some situations, the travel involved may supply the reason for the elimination of midweek games.

Eliminating these games may create other problems equally difficult to solve. Because the number of available nights is extremely limited, a scheduling problem may be created. A basketball team, for example, may be hard pressed to play a full schedule with such a restriction. In some areas, high school teams are play-

ing on both Friday and Saturday nights, but this practice is also open to criticism, since there are many who believe it is not healthful to have high school boys play two nights in succession. Afternoon games also have their drawbacks. By using the evenings before holidays it is possible to increase the number of available dates, but the variation of the holidays often eliminates the use of these nights.

Number of Games

An earlier chapter discussed the restrictions on the number of games that may be played in a particular sport in the various states. In some cases there are no restrictions, while in others the limitations are quite strict. The director must approach this problem with a practical and realistic outlook. The school system does not function for the sole purpose of presenting athletic activities for the pleasure of the public. Any phase of the program that may detract from the basic objectives of education should be carefully scrutinized, revised, or removed. Several years ago, the final game of a state basketball tournament pitted a team that was playing its fifty-fifth game against another that was playing its fifty-sixth. To reach these astronomical figures, the teams would have to average at least four games per week from late November until early March. Was this educationally sound?

State association restrictions on basketball have reduced this possibility in many cases. When there are no restrictions, what should be the maximum? The most reasonable limitation would seem to be two games per week, and this restriction should pertain to tournament play as well.

If there is no regulation in this area, the director should use common sense when it comes to determining the schedules. Some sports are much more demanding than others, and the athletes must be given sufficient time in which to recuperate. Two or three rifle matches per week might be perfectly acceptable, if they do not interfere with a boy's school work. Two football games per week are quite out of the question, because of the nature of the game.

Verification

The director must have a system of verifying his scheduled activities. There have been many cases of misunderstandings that resulted in strained relations between directors and schools. Any event that is scheduled over the telephone should always be verified by a letter or, at least, a postcard. It is also advisable to verify league contests, even though a copy of the schedule should be in the hands of each director and each coach. In the case of a misunderstanding, the director can always check back on his correspondence to verify the original arrangements.

Any scheduled activity must go through the director's office before it can be approved. If each coach schedules his own contests, there is always the danger of conflicts; the director should have it understood that no contest may be scheduled without his approval.

Standard Forms

The director should have a number of standard forms available to assist him in his scheduling. The first is a master chart, which indicates on which dates particular contests are scheduled. A master chart in the office of the administration should include all scheduled school activities, and a similar chart in the director's office should include all scheduled athletic events, league meetings, and the like.

The director should also have a schedule book, which is similar in structure to the master chart. These can be purchased rather inexpensively and will prove to be extremely handy. Rather than listing the individual sport activities on separate sheets of paper, the director can compile all the various schedules in this book and note, at a glance, any possible conflicts.

When scheduling activities with other schools, particularly nonleague opponents, it would be wise to exchange contracts. There are a number of excellent forms which may be used for this purpose. Many schools ditto or mimeograph their own, and some state associations supply their member schools with such contracts. (Figures 5 and 6 show two types of contract form.)

If the director must schedule a great number of events, it would be wise for him to have some standard schedule-request form available. Many schools ditto or mimeograph their own

BAINBRIDGE - GUILFORD CENTRAL SCHOOL

CONTRACT FOR ATHLETIC CONTESTS

This CONTRACT is made and subscribed to by the principals and coaches or athletic directors of Sherburne Central School, and of BAINBRIDGE-GUILFORD CENTRAL SCHOOL, for 1 contest (Wrestling) in Wrestling (name of sport) to be played as follows:

Varsity Game	TOWN	DATE	DAY	HOUR	Preliminary Game	HOUR
Varsity Game	Bainbridge	2/3/62	Sat.	after prelims	Preliminary Game	2:00

All contests to be played according to regulations of N. Y. S. P. H. S. A. A.

Edw. F. Andrews Dorwin S. Jones
Principal Coach or Ath. Director Painbridge-Gulford School

T. M. Doty Andrew Gruen
Principal Coach or Ath. Director Sherburne Central School

Dated: June 14, 1961



New York State Public High School Athletic Association

CONTRACT FOR ATHLETIC CONTESTS

Place _____ Date _____

This CONTRACT is made and subscribed to by the Principals and Athletic Directors of the _____ High School and of the _____ High School for _____ contests in _____ (Sport) to be played as follows:

First Team Contest	Place	Date	Hour	Hour
_____	_____	_____	_____	_____
First Team Contest	_____	_____	Preliminary Game	_____
_____	_____	_____	Preliminary Game	_____

Financial Terms _____

1. The Rules of the N.Y.S.P.H.S.A.A. are a part of this Contract.
2. The Officials shall be mutually agreed upon at least five days before the game.
3. If either school cancels this contest _____ days before the game, said school shall forfeit the sum of \$ _____.

Remarks _____

Signed, _____ (Principal) _____ (Athletic Director) _____ (Coach) _____ (Athletic Director)

Signed, _____ (Principal) _____ (Athletic Director) _____ (Coach) _____ (Athletic Director)

Fig. 6

forms, and there are commercial printers, such as School Aid Company, Danville, Illinois, who have designed a convenient schedule request postcard with a return reply attached. Such forms make this task somewhat simpler for the director (See Fig. 7).

Once the schedules have been arranged, the director should have dittoed copies of the complete schedules available for the coaches, the players, and the members of the faculty. Another method of informing those involved is providing a chronological listing of all athletic events scheduled during a particular season. Such forms may be used for publicity purposes and posted throughout the school, but their main purpose is to indicate on which dates athletic events are scheduled so conflicts will not arise.

Special Trips

Arranging a special trip to meet an opponent from another geographical area is an excellent practice. Such a trip must be well planned, and it should never interfere with normal school functions—nor should it be of such a distance that the players will be extremely fatigued. A weekend trip is most practical, with the team

Fig. 7

NORWICH CENTRAL SCHOOL DISTRICT
DEPARTMENT OF PHYSICAL EDUCATION

SCHEDULE REQUEST—INTERSCHOLASTIC ATHLETICS

Date.....

Norwich is interested in scheduling your team in the following competition:

Badminton

Cross Country

Table Tennis

Baseball

Football

Tennis

Basketball

Golf

Track

Bowling

Rifle

Volleyball

Wrestling

The following dates are suggested:

..... at Norwich at o'clock
 at at o'clock

If the above dates not acceptable, will you please suggest dates

.....

Please address communication to: Samuel Elia, Athletic Director
 Norwich High School
 Norwich, New York

Telephone number:

leaving after school on a Friday and returning either on Saturday evening or Sunday morning.

Many schools will arrange to have their athletes stay overnight with members of the other team. The following year the trip is reversed, and the host team become the visitors. Coaches are often friendly with coaches from distant schools and are able to arrange such trips, which prove extremely satisfying to all involved. In many cases, the finances of the athletic department will not allow for the expense of overnight lodging and meals for a team. With this plan, such expenses are held to a minimum.

The director should make certain that the boys who are making a trip with an athletic team are familiar with the type of clothing they should wear. It is always important that athletic teams make a good impression, both on and off of the field. A short discussion on proper dress for a trip is never out of line.

Such trips have excellent educational values. The athletes will be associating with boys who come from different geographical areas, and as guests in the homes of their hosts, their social education will undoubtedly be enhanced. During the trip itself, the boys may be traveling through areas that they might never have had an opportunity to observe. Some boys may never have been away from home overnight previous to such a trip. Education does not only take place within the confines of a school building.

Parents often do not understand the purpose of such trips or any of the particulars. For this reason, the director should send a form letter to the parents, explaining what the conditions are and what arrangements have been made. The following letter is a typical example:

TO BASEBALL PLAYERS AND THEIR PARENTS.

We have an overnight trip to Cato-Meridian scheduled on May 19 and 20. The players will leave on the bus from Sherburne after school on Friday, May 19. They will arrive in Cato-Meridian about 7 P.M. On our way, we will stop to eat. Each boy will stay overnight with a player from the Cato-Meridian team.

Two games will be played on Saturday, May 20—the first at 10.30 in the morning, and the second at 1:30 in the afternoon. The Cato-Meridian Varsity Club will have a lunch ready for the players between games. We will return home immediately after the second game and should be back in Sherburne early Saturday evening.

The Cato-Meridian coach has indicated he will be able to accommodate only fifteen players. For this reason, it has been necessary to limit the number of boys making the trip. This choice will be determined by positions played and by grade level. Upper classmen will have priority. We plan to continue this program for several years, and the younger boys will have a similar opportunity in future years.

Next year we are inviting our hosts to Sherburne with similar arrangements and hope you will cooperate.

We believe each boy should have at least a few dollars for food. They will be kept quite busy, so will not have an opportunity to spend a great deal of money.

We feel that this is not only an athletic activity, but an excellent educational activity as well. We hope you are in full agreement with us.

Would you please sign the form below, giving your son permission to make this trip? Thank you for your cooperation.

Sincerely yours,

Andrew Grieve
Athletic Director

I will permit my son to make the overnight trip with the baseball team to Cato-Meridian on May 19 and May 20.

Parent or Guardian

The type of activity will often determine the feasibility of such a trip. In sports that require very little equipment, no difficult handling problems are created. In other sports, however, the amount and bulkiness of the equipment would make a trip extremely difficult. The director must take many factors into account when planning an overnight trip; if a great many problems will be caused, it might not be worth the effort.

TOURNAMENTS

There are a great variety of tournaments in which a director may become involved. This chapter will discuss the types of tournaments and schedules that involve interscholastic athletics. A later chapter will present other types of tournaments, which are more likely to be limited to the intramural program.

Round Robin Tournament or Schedule

The round robin type of schedule is illustrated in Fig. 8 for four, six, and eight teams. It is quite simple to set up such a schedule, no matter how many teams may be involved. Each team is given a designated number, and the numbers are listed in order down the left column and up the right for the first series of contests. For the second series, the number-one team remains constant, while the others are dropped one spot in the left column and moved up one in the right column. As a number reaches the bottom of the left column, it is moved to the bottom of the right column and begins its movement upward. A number that reaches the top of the right column moves into the second position in the left column, since the number-one team always remains constant. Since this method may be used for any number of teams, the round robin schedule is very simple to organize.

In the case of an odd number of teams, it will be necessary to use a "bye." The schedule-maker must use the even number that is one more than the number of teams entered, and the extra

number will then represent the bye. In a seven-team round robin schedule, he will use an eight-team schedule, with number eight representing the bye. In the first series of games, the number one team would have the bye. In the second series of games, the number six team would have the bye: as the number eight rotates, each team would get the bye.

After each team has met all of the others, the second round can begin by simply repeating the entire schedule. This may be repeated as many times as desired.

Fig. 8

ROUND ROBIN TOURNAMENT SCHEDULES

4-Team Schedule

1-4	1-3	1-2
2-3	4-2	3-4

6-Team Schedule

1-6	1-5	1-4	1-3	1-2
2-5	6-4	5-3	4-2	3-6
3-4	2-3	6-2	5-6	4-5

8-Team Schedule

1-8	1-7	1-6	1-5	1-4	1-3	1-2
2-7	8-6	7-5	6-4	5-3	4-2	3-8
3-6	2-5	8-4	7-3	6-2	5-8	4-7
4-5	3-4	2-3	8-2	7-8	6-7	5-6

Schedule makers should know the exact number of games which any tournament or schedule will require. In the round robin type the simple formula of $\frac{N \times (N-1)}{2}$ will give the total number of games which will be required for a complete round. In an eight team schedule this would give you $\frac{8 \times (8-1)}{2}$ or 28 games to complete the schedule. Each team would have a seven game schedule in each round.

FOOTBALL RESULT

TEAMS	SHER	COOP	HAML	RICH-FIELD	WEST-WMF	CLINT	SPARQUIT	NY MILLS	W-L-T
SHERBURN					W 39-20	W 20-6	W 33-6		3-0-0
COOPER				L 0-19		W 20-13		T 7-7	1-1-1
HAMILTON				T 0-0			W 20-0	W 39-0	2-0-1
RICHFIELD		W 19-0	T 0-0		W 20-6			W 13-0	3-0-1
WEST-WINFIELD	L 20-39			L 6-20		W 27-0	W 33-0		2-2-0
CLINTON	L 6-20	L 13-20			L 0-27		L 13-33		0-4-0
SPARQUIT	L 6-33		L 0-20		L 0-33	W 33-13			1-3-0
N.Y. MILLS		T 7-7	L 0-39	L 0-13					0-2-1

Fig. 9

ELIMINATION TOURNAMENTS

There are numerous types of elimination tournaments but we will present here only the types which are applicable to inter-scholastic tournaments. The most common is the single elimination tournament where a team is eliminated from further competition once defeated. When setting up such a tournament the schedule maker must remember that the number of spaces for entries must be a power of two—that is two, four, eight, sixteen, thirty-two, etc. This is required to eliminate byes after the first round, otherwise an entry may compete in the first round and skip the next round, which would be unfair to the other winners.

If there are five entries, then eight brackets must be used, with three of the entries receiving byes in the first round. If there are sixteen teams or individual entries, this would work well as there would be no byes in the first round. If, on the other hand, there were seventeen entries, it would require a first round of thirty-two spaces, since the previous power of two was sixteen. In this case there would be fifteen byes, and only two teams would meet in the first round. In such cases, where there are numerous entries, it is wise for the schedule maker to have preliminary matches to reduce the entries to a power of two. This problem arises most frequently in individual sports.

In setting up elimination tournaments of any type, it is important that a system of seeding be determined prior to the matching. The most simple method is to base the seeding on previous records for the individual or team. Those with the best records should receive the early round byes because of their previous performances. It is also advisable to place teams or individuals with outstanding records at either end of the tournament. If they continue their excellent performances they will not meet until the finals, and the equal competition will guarantee an extremely interesting finale.

In recent years, there has been an increase in the popularity of short basketball tournaments, held during a vacation period such as Christmas. Such a tournament has four entries and requires only two nights to complete, with the two winners meeting for first and second and the two losers meeting for third and fourth. Such tournaments are spring up in many parts of the country.

Fig. 10

SINGLE ELIMINATION TOURNAMENT

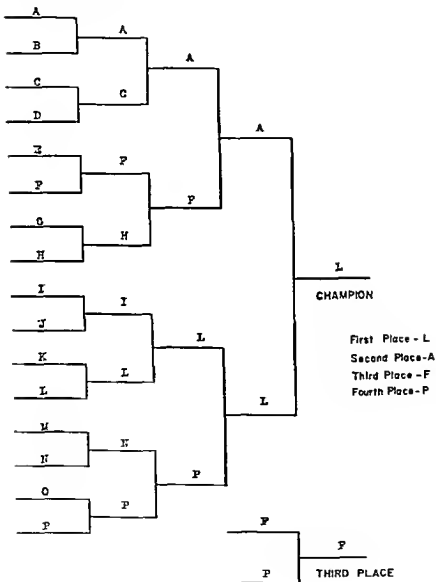


Fig. 11

SINGLE ELIMINATION TOURNAMENT WITH QUALIFYING MATCHES
(23 ENTRIES)

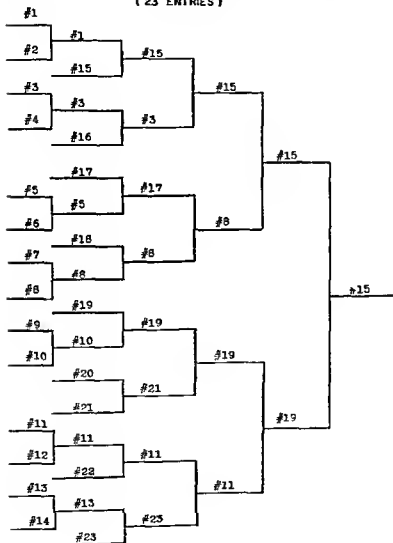
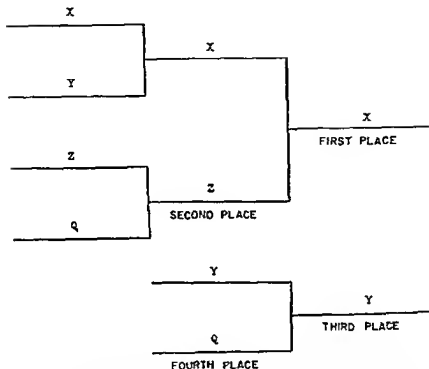


Fig. 12

TWO NIGHT ELIMINATION TOURNAMENT



In individual sports, where team scores are to be compiled in an elimination tournament, there are various methods of compiling these scores. In a single elimination tournament, each winner receives one point for advancing, up to the semifinals. The winner of the tournament is awarded ten team points, the runner-up seven team points, the third place winner four points, and the fourth place finisher two points.

The consolation tournament has many advantages over single elimination tournaments in some team and individual sports. This tournament does not become unwieldy unless there are a great many entries, and it gives each team or individual the opportunity of playing more than once. Each entry participates in a minimum of three games, and the results of the tournament will give a complete final standing for each team with a minimum of games.

The double elimination tournament also has advantages over the single elimination type. This tournament is somewhat more practical than the consolation type if there are a great number of entries. In such a tournament, a team or individual must lose two contests to be eliminated. When the finals are reached, there will be a winner of the winning bracket, who has not lost a game or match, and a winner in the loser's bracket, who has lost but one game or match. If the winner of the losers' bracket defeats the winner of the winners' bracket, there must be one more meeting between the two, since each will have then lost one game. If the winner of the winners' bracket defeats the team from the losers' bracket, the tournament is completed. This tournament gives a team or individual who may have had an unusually poor game or match in an early round the opportunity of winning the title.

A wrestling tournament, because of the various weight classes, individual scores, and team scores, requires a somewhat different arrangement than most other tournaments. Seeding, consolation rounds, ability to advance, falls, and the like must all be taken into account. At the outset, a wrestling tournament is organized much like other tournaments. After the seedings are agreed on, the contestants must draw for either the byes or the preliminary matches that may be required. As a boy advances in a particular weight class, he is awarded one point for a win, but no points are awarded for an advance through a bye. A point is awarded for each win until the finals of the championship and consolation eliminations. When a boy reaches either of these finals, he will be awarded additional points, so there is no necessity for the additional point. The boy who places first in his weight class is awarded ten points, the second place finisher seven points, the third place finisher four points, and the fourth place winner two points. In addition to receiving points for advancing, a boy will receive one additional point each time he wins by a fall, a default, or a forfeit.

The consolation round in a wrestling tournament is considerably different than in other tournaments. Two boys of fairly equal ability may meet in an early round, and the loser might be eliminated even though he displays ability almost comparable to his opponent who advances to the finals. Other wrestlers may not exhibit his ability, but because of their matching, they may

Fig. 13

CONSOLATION TOURNAMENT

FINAL
STANDINGS

1st - A
 2nd - G
 3rd - C
 4th - E
 5th - B
 6th - F
 7th - D
 8th - H

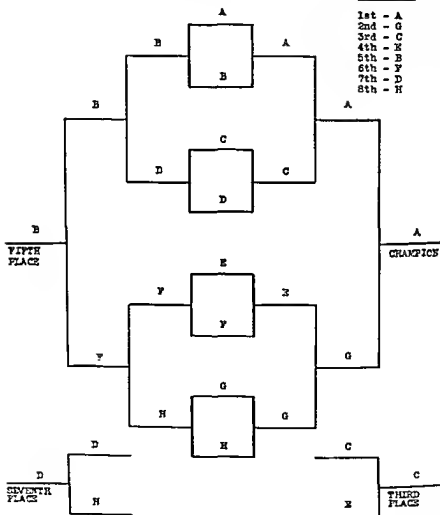
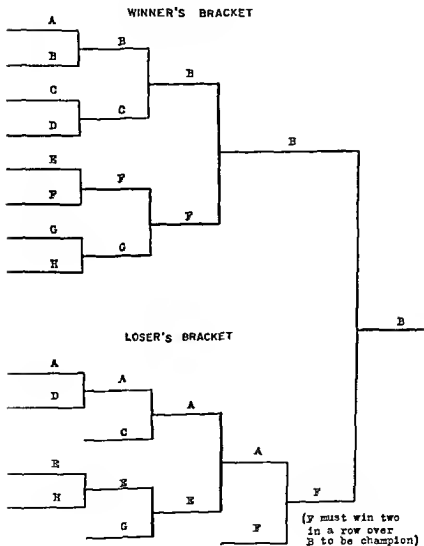


Fig. 14

DOUBLE ELIMINATION TOURNAMENT



advance further and have a greater opportunity to score points. To compensate for this, all those boys who were defeated by the finalists move to the consolation round and compete for third and fourth place, with the opportunity to gain valuable team points by advancing in this round. As Fig. 15 indicates, the matching in the consolation rounds is based on the bracketing in the championship round. The survivors in the upper and lower brackets will not meet until the finals in either the championship or consolation rounds. This is as it should be if the seedings are correct. To illustrate, in Fig. 15 #6 was defeated by #9 in the second round, while #3 was defeated by #9 in the third round. However, when these two met in the consolation pairings, #6 defeated #3, indicating that the competition may have been somewhat less difficult in the first bracket than in the second. In the lower bracket, we find that #16 was defeated in the first round by #17, who eventually ended up in second place. Even though defeated in the first round, #16 proved to be the third best wrestler in his weight class as he moved through the consolation rounds. In such a tournament, the consolation pairings cannot be made until the finals of the championship rounds are reached. Although this type of tournament is usually limited to wrestling, it can be used in other sports.

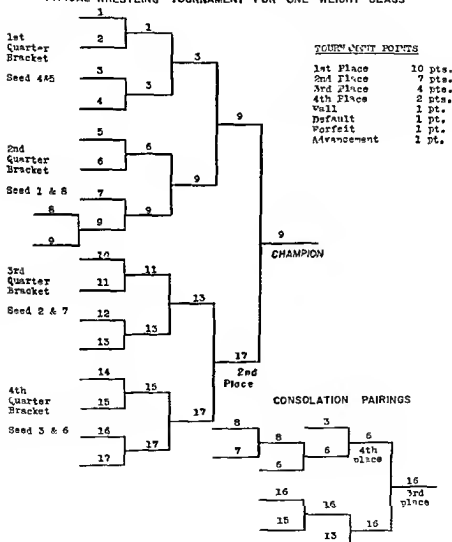
Entering Tournaments

The director often has to decide whether it is advisable for a team from his school to enter a particular tournament. Pressure is often brought to bear on the director to enter his teams, but he must approach the problem carefully. The director must personally answer the following questions before coming to a final decision:

1. Will entry extend the season beyond reasonable limits?
2. Is the competition equal?
3. Will it increase the number of games beyond reasonable limits?
4. Is the tournament sanctioned by the state athletic association?
5. Will the team or individual be required to compete in several matches or games in an extremely short period of time?

Fig. 15

TYPICAL WRESTLING TOURNAMENT FOR ONE WEIGHT CLASS



6. Will participation interfere with other school events that were scheduled previously?

7. Will entry interfere with the athletes' academic program?

8. After entering once, will the school be expected to send a representative in the future?

9. Will it create a transportation problem?

10. Will the athletes be required to remain away from home overnight and, if so, will there finances and facilities be available for this eventuality?

11. What is the value to the school, the team, and the individuals involved?

There are many so-called "invitational tournaments," and a director may find that a team from his school is invited to participate because of its outstanding record. In some cases, the sponsoring agency of such tournaments is only interested in gate receipts, rather than in healthy athletic competition. The director must be extremely wary of such tournaments.

Postal and Telephone Meets

This area has been sadly overlooked in many locales. Certain activities can function very effectively through correspondence between the directors or the coaches, or over the telephone. Schools that are some distance apart can agree on a specific date for competition and have both their teams compete, even though they do so at their own schools. Obviously, there are sports in which this is impossible, but in several areas it is quite feasible.

Riflery, archery, and bowling can easily be scheduled in this manner, since the scoring alone is important. Standards can be agreed upon by the two schools involved prior to the match. Track and swimming are two other activities that can be scheduled in this way. Although the competitive element might change the outcome to some degree, performances based strictly on time, distance, and height will create considerable interest.

In a postal track meet, for example, the two schools involved agree on a particular date for running the meet. The times, distances, and heights for the first three finishers from each school are recorded, and immediately after the meet, are forwarded to the opposing school. Each coach then compiles the results of the

meet by comparing the information from his opponents with the results from his own team and comes up with a final score.

This kind of meet would be excellent during the early part of the season. Many coaches run intrasquad competition at this time, and such a meet will be an added incentive to each team. The competitors must adhere strictly to the rules as set forth by their state associations to eliminate any misunderstandings.

SUMMARY

Scheduling is one of the main responsibilities of the director and he should adhere to certain basic principles when performing this function.

1. League commitments should come first.
2. It is difficult, and often unfair, to attempt to function in two leagues or conferences in one or more sports.
3. The league schedule must be adhered to strictly.
4. There should be league by-laws regulating the playing of postponed games.
5. Equal competition must be of prime consideration.
6. Distance to be traveled should determine the advisability of scheduling certain opponents.
7. The director must avoid conflicts between scheduled athletic events as well as between athletic events and other school activities.

Schedules should be arranged as early as possible. The submitting of league schedules early will facilitate arranging non-league contests. Mid-week games are on the decline due to the possible derogatory effect upon the athletes' academic responsibilities and this change has created scheduling problems in some sports. The number of contests are usually regulated by the state associations, but the director should use common sense in determining the number of contests practical for each sport in his school.

The director should verify all scheduled contests, both league and nonleague. Standard forms will simplify the scheduling program. Master charts, schedule books, contracts, schedule requests, dittoed schedules, and chronological schedules will usually guarantee the elimination of conflicts and a balanced schedule.

Special athletic trips have extensive educational values. When

arranging for them, the parents should be informed of all the particulars and objectives.

There are many types of tournaments and schedules associated with interscholastic contests:

1. Round robin schedules.
2. Single elimination tournaments.
3. Consolation tournaments.
4. Double elimination tournaments.
5. Wrestling tournaments.

When deciding whether to enter a team in a particular tournament, the director must carefully measure the values that a team or individual will derive against the negative aspects of participation.

Postal and telephone meets provide an excellent opportunity for competition between schools that are a considerable distance apart. They are quite feasible in many areas of athletic competition, but their use has been sadly limited. Directors should seriously consider this method of increasing their schools' activities.

GAME ORGANIZATION

THE athletic director must be certain that the many phases of the numerous athletic activities under his direct supervision are completely and efficiently organized. A smoothly functioning program is an indication that the director has prepared well in advance for the multitude of related responsibilities. Last-minute emergencies indicate a lack of foresight and planning.

The responsibilities of the director will not vary considerably, even though there is a wide variety of activities. The responsibilities of each coach will of course vary from activity to activity, but the director's obligations remain fairly constant.

Supervision

At all school functions, whether athletic or nonathletic, there should be direct supervision over all those who participate or attend. Since athletics are a school function, they should be supervised by school personnel.

The director should attend as many of the athletic activities as possible. It is imperative that he be on hand at all of the home contests, for he is directly responsible for them. He should not merely attend these athletic contests as an interested spectator, but rather as the over-all supervisor of the entire program. It is his duty to move from location to location to insure that those responsible for the specific areas are functioning effectively.

The usual practice is for schools to assign teachers as supervisors during such contests. In larger school systems, this responsibility may be given only to the athletic and physical education

staff members; in others, each member of the faculty is assigned supervision duty at some time during the school year. A rotating schedule is often organized by the administration, and teachers are assigned to oversee all school functions—athletic contests, school plays, music programs, bus trips, movies, and the like. Such a schedule is often the fairest method of designating supervisory duties, because all teachers are assigned an equal number of events. In some schools, it is the responsibility of the director to schedule faculty members for such duties at athletic contests. He should be certain there is an equal distribution of such assignments and that a few teachers are not burdened too frequently with supervisory duties.

In some schools, supervisory duties are assigned on a voluntary basis, with teachers who desire to attend athletic contests doing so in a supervisory capacity. Under this voluntary system, each teacher has a choice of the type of activity he desires to supervise. In many schools, such functions are not considered a normal part of the teachers' responsibilities, and those who perform this duty receive extra pay. Again, this may be done on a permanent or a rotating basis. There is usually no problem in obtaining supervisors when extra pay is involved, but the director, if it is his responsibility to select these individuals, should be certain that the task will be performed effectively. He must also use discretion in his selection and be certain that such opportunities are not limited to a select few. Whether there is extra pay or not, each faculty member should be given an equal opportunity to supervise.

In many schools, it has become a practice to have police officers on duty at activities that will attract a large number of spectators. This is extremely important if there is any problem with parking. Traffic control must also be considered, both before and after the activity.

Although the director always hopes it will not be necessary, the police are important in controlling spectators if an unpleasant situation does happen to arise. As with the teachers, this responsibility may be considered part of regular police duty, or the police may receive extra pay for this service and may be assigned this responsibility during their off-duty hours.

The director should determine whether the number of spectators will be normal or above normal for each scheduled activity.

If there is any possibility of a larger-than-normal number of spectators, he should make special arrangements to have extra supervisors, both faculty and police on hand.

Ticket Takers

The method used in selecting ticket takers will also depend on the policy of the school system. Faculty members may be assigned this responsibility as a part of their extra duty, or they may be paid for this service. As with the supervisory duties, this responsibility should be assigned, on a rotating basis.

Students are often willing to assume this responsibility. They may be members of the student council, athletic association, or varsity club, or they may be business majors in the school program. This is an excellent educational experience for high school students, for it gives them responsibility for handling money and completing the necessary financial reports. The director must see that the ticket takers are provided with tables and chairs, change, tickets, and reports (see Fig. 16). He may designate an area where these items may be obtained, or have them delivered to the proper location, and he should see that they are returned, or indicate a location where they should be delivered after the contest. He should also review the financial reports before dismissing those in charge of each area.

Officials

Chapter 7 covers scheduling, paying, and dealing with officials in greater detail, but it should be pointed out here that it is the director's duty to arrange for the required officials for all contests, to see that they are properly located prior to the contest, and to visit them after the contest to see whether all the arrangements have been satisfactory.

Other Personnel

The nature of the activity will determine the type of personnel necessary for its efficient functioning. The director should make arrangements well in advance for all required personnel.

Activities such as track, swimming, cross-country, golf, tennis,

and the like may function with or without certified judges. In contests of this nature, the director will often find voluntary assistants capable of making the necessary decisions, if this practice is permitted by the general policy of the section or district in which his school is located.

The size of the school will also have some bearing on the type of personnel who will be available to fulfill these obligations. In many areas, the director will have no difficulty in finding interested community groups who will be enthusiastic about assisting in this manner. Frequently, faculty members are also interested in helping with such tasks. The director should avoid, if at all possible, using students for such responsible positions.

Once an individual has accepted such a duty, the director should supply him with all the materials and equipment required for his particular task—forms, clip boards, pencils, stop watches, starting pistols, and any other necessary material.

Many activities require timekeepers. This responsibility is extremely important, and the director should obtain the services of a competent adult and avoid the use of students. Extreme dissatisfaction often results when a high school boy or girl is responsible for keeping time. Many schools hire a paid timekeeper to insure a competent job.

Again, the director should see that all the necessary equipment is placed at the proper location for the convenience of the timekeeper. It is also advisable for the director to supply him with a copy of the timekeeping regulations for the various activities (see Fig. 17). Many rule books include a section that deals with the responsibility of the timekeeper.

In certain sports scorekeeping makes considerable demands on the individual responsible for this important task. Once again, it is advisable to obtain a mature individual, for an error may cause serious repercussions. The director should see that all equipment is delivered to the scorekeeper well before the start of the contest. As in the case of the timekeeper, directions required for the particular sport can be supplied to the scorekeeper at the start of the season or attached to the scorebook (see Fig. 18).

It will be necessary during certain activities to have ushers to assist in the seating of spectators. In large schools, ushers are usually hired, or members of certain groups from the school assume this

duty. The director should be certain that this group is briefed in their responsibilities, either by him or by the adult who is to supervise them. Ushers should have some identification so they can be distinguished from the spectators. The most common method is the use of arm bands.

If at all possible, a public address system should be available for athletic activities. If a school has a limited budget or difficulty in obtaining a standard public address system, it may be able to utilize a power megaphone, which has come into prominence within the past few years. This is an inexpensive method of supplying a public service to those who have enough interest to attend the activity. These megaphones are very easily handled and do not require a great deal of preparation see Fig. 19).

Fig. 19



The announcer should be well versed in the proper methods of announcing and should receive instructions from the director or someone else who is familiar with the procedures. The director will often find a student quite capable of performing this function. The announcer should have all the information regarding both teams or the various individuals involved (see Fig. 20). He can often make the activity much more interesting by providing pertinent information that is not readily available to the general public—individual scoring, individual records, team records, track or gym records, and the like.

Fig. 20

INFORMATION SHEET ON BASKETBALL

This sheet will be used by the announcer at our basketball game, so be certain all the information is correct.

Team Lists

Home Team:

Visiting Team:

Full Name No. Ht. Wt. Yr.

Full Name No. Ht. Wt. Yr.

Coaches:

.....

Season Record: Won..... Lost.....

Won..... Lost.....

Place in League:.....

.....

Any pertinent information on individual players, such as leading scorers, high averages, players approaching records, etc.

.....

.....

Result of last meeting between the two teams:

Result of teams' last games:

Any other important information that may be useful to the announcer during the game:

.....

In many states, a doctor is required by law to be in attendance at many activities, particularly football, ice hockey, and other contact sports. The director must see that all arrangements are made to have a doctor at the location of the activity. In most schools, a team doctor attends all such contests; in others, it is the policy to rotate this responsibility among doctors in the community. Medical supervision of athletic contests is covered more completely in Chapter 15.

Programs

Many schools provide programs as another service for those attending the various activities. Programs vary in form from simple dittoed sheets to expensive printed programs. Usually, the cost of printed programs is offset by the sale of advertisements to local businesses. Programs are sometimes supplied free of charge, being handed out either as the spectators purchase their tickets or later by the ushers. The more elaborate programs are usually sold for a small amount.

Concessions

Refreshment concessions at athletic events can be profitable if handled in an efficient manner. The arrangements will vary from school to school and will often depend on the size of the school. In larger schools, where there may be a sizable attendance at certain events, the task may become too difficult for school organizations to handle, and this service is often transferred to a commercial group that is better able to cope with the large volume of business. Under this system, the school or the athletic association may derive a percentage of the sales or a specific sum for the concession. In other situations, organizations from within the school—the athletic association, the student council, the senior class, or some other such group—may handle this money-raising activity.

The extent of the enterprise will be determined by the anticipated attendance and possible market. In some cases there will be a great variety of items available for purchase; in others, the variety may be quite limited. The advisability of offering a considerable choice will usually be determined by previous experiences.

As with any phase of an athletic activity, these concessions should be supervised. If the authority to sponsor such an activity is delegated to a particular school group, an advisor from this group should be responsible. If the concession stands are sponsored by a group not under the jurisdiction of the athletic department, the director should not be expected to supervise these areas in addition to all his other responsibilities.

If this service is handled by the athletic association or varsity club, the director should be in charge and should see that the students who function as sellers complete standard forms indicating the cost of the items purchased, the items sold, items returned, and the total sales. This will prove to be a valuable record in determining future purchases.

Safety

One of the most important responsibilities of the director before any contest is to see that the safety of all involved, whether as participants or spectators, is guaranteed. There should be careful supervision of both spectators and players. No matter what type of seating arrangement is to be used, the director should verify that the facilities are both safe and clean. He may designate this responsibility to others, but he should make at least a spot check to insure that it is being managed properly. If special areas are to be reserved for bands, visiting spectators, newspapermen, or the like, he should see that these arrangements have been made.

During indoor activities, it is extremely important that the fire exits are free of obstructions, functioning properly, and clearly designated. The director must also be certain that any indoor area is not overcrowded. Each such area usually has a designated capacity that must not be exceeded. In the event of an emergency, the director and the school might be severely criticized, or even become the object of a lawsuit, if the seating capacity were overtaxed.

One of the most disturbing shortcomings at some athletic events is a lack of spectator control. When people are permitted to be extremely close to the playing area, it is hazardous for both the participants and the spectators. At some contests, photographers who were allowed to move very close to the action have

Fig. 21

CONCESSION REPORT DATE _____ STAND # _____

Candy	5¢	Pop	10¢
on hand —		on hand —	
returned —		returned —	
sold —		sold —	
Total sales —		Total sales —	
Candy	10¢	Doughnuts	10¢
on hand —		on hand —	
returned —		returned —	
sold —		sold —	
Total sales —		Total sales —	
Hot Chocolate	15¢	Coffee	10¢
(cans)		sold	
on hand —		Total sales —	
returned —			
sold —			
Total sales —			
Pop Corn	15¢		
(bags)			
on hand —			
returned —			
sold —			
Total sales —			
Peanuts	10¢		
on hand —			
returned —			
sold —			
Total sales —			
Hot Dogs	20¢		
on hand —			
returned —			
sold —			
Total sales —			
Buns w/hot dogs			
on hand —			
returned —			
sold —			

TOTAL SALES

CHANGE AT START

TOTAL DEPOSIT

SIGNED _____

had collisions with participants crashing over a boundary. Spectators have also been involved in similar situations. It is surprising that more athletes have not been injured in such collisions with photographers or other unauthorized persons.

Whether the contest is held indoors or outdoors, all playing surfaces should be carefully scrutinized just before the activity. Mats and floors should be clean and free from any foreign material. Fields and tracks should be free of undesirable material and checked for hazards. The fact that there are no hazards on a field the day before a contest does not guarantee that there will be none on the day of the contest.

In both indoor and outdoor contests, there should be a definite buffer zone about the playing area, which should be free of all hazards. For some activities, the size of the zone is clearly designated in the rule book; for others, this is left entirely to the discretion of the individuals involved. In football, the rules clearly describe the area that must be free of objects that may cause injury to players coming over the sideline. Even so, it would not be amiss to enlarge this area, for players have often collided with objects that were the designated distance from the sideline. Many basketball courts have bleachers that extend dangerously close to the sideline and objects that project from walls near the playing area. There have been many near disasters during wrestling matches, when the spectators were seated much too close to the wrestling area. Track also presents dangers for spectators when they are allowed to approach too closely to such activities as the shot put, discus, or javelin throw.

The director must constantly be looking for such hazards and do as much as possible to remedy the condition before there is a serious accident. An existing hazard that is not remedied could provide the basis for a negligence suit.

Intermission Programs

There are various athletic events that have intermission periods. This lull in the proceedings may result in a supervision problem or simply in a period of boredom for the spectators. Since the coaches are completely occupied, it is the responsibility of the

director to see that some type of intermission program is scheduled, but he can often transfer this responsibility to others.

The intermission problem is often solved by giving the music department of the school an opportunity to display the results of their band programs to the general public. This is the most common type of intermission program during such events as football games. In many cases, however, the music department can be used during other activities to display other facets of their program. The vocal department, for example, could sponsor a program at the halftime of a basketball game, or the instrumental department could feature particularly outstanding soloists at this time. There are many variations that the music department might suggest to the athletic director.

Intermission programs may also be an ideal time for the athletic department to publicize certain phases of its own program that do not often receive public acclaim. In an earlier chapter, the possibility of scheduling a cross-country meet at the halftime of a football game was mentioned as a way to increase the popularity of this excellent sport. In many schools, the gymnastics program is pushed into the background by other sports; a demonstration by the school's gymnastic team or a group of students from the physical education classes might increase its popular appeal. Apparatus, tumbling, table tennis, badminton, or trampoline demonstrations are also well received by the public at such functions.

The elementary program is too often relegated to the confines of the elementary school building and it not brought before the public with enough frequency. An intermission program based on any one of the many phases of the elementary physical education program of which the public may be ignorant will often get rave notices from the local community.

The director should attempt to have some type of activity available for all intermission periods. It would be wise to have a number of plans in mind, since the public tends to lose interest if the same activity is repeated week after week. A great variety of activities will keep the spectators curious about what will be offered next.

Reports

Several reports may be required after an athletic activity, in addition to the reports on tickets and the concession reports. Immediately after the contest, a standard form should be filled out with pertinent information on the outcome. This form will prove useful in several different ways. Its most immediate use will be for publicity purposes. It will be helpful to the person who is responsible for contacting media that did not have personal coverage at the event. Sometimes the newspapers will send reporters, but in other cases the director must see that the information is forwarded to them, usually by telephone.

Such forms will also make it easier to supply the required information to television or radio stations. If the individual reporting the results prepares the form before contacting these media, he will have the complete information on hand and will not have to search for important data.

It is also important that this information be forwarded to the league secretary, for it should be part of his permanent records. In some leagues, a copy will also be forwarded to the publicity chairman, who handles such data for the entire league. No matter what the purpose of the information, a standard form will simplify the recorder's responsibilities. (For sample forms, see Figs. 22 to 28.)

Passes

Complimentary passes are extended as a courtesy to certain individuals who have an official capacity at the event, who are representatives of the educational institution, or who perform a function necessary for the successful organization of the contest. Schools usually supply local passes to members of the faculty, employees, the administrative staff, and members of the board of education; as members of the school staff, they deserve this courtesy. Representatives of the press, radio, and television should also be supplied with passes.

The league of which a school is a member should supply a specific number of passes to each school. These passes will provide admission for all league activities, and they should be given to the administrators, directors, coaches, scouts, bus drivers, chaperones,

and any other personnel who are involved in any capacity at another league school during the various activities.

In many states, the section or district supplies each member school with a limited number of passes that are usable at any athletic activity within their boundaries. Although not widespread, the practice of the state association supplying passes to those involved in high school athletics throughout the state is an excellent

Fig. 22

TENNIS SCORE SHEET				SHERBURNE vs _____			
				of _____			
				date _____			
	PLAYERS	SET SCORE			WINNER	POINTS	
		1	2	3		SH.	OPP.
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____
SINGLES							
DOUBLES	SH _____	_____	_____	_____	_____	_____	_____

FINAL SCORE: SHERBURNE _____

Fig. 24

CROSS COUNTRYMeet: Sherburne vs _____ at _____ Date _____

Place	Time	Runner	Sch.	Place	Time	Runner	Sch.
1				21			
2				22			
3				23			
4				24			
5				25			
6				26			
7				27			
8				28			
9				29			
10				30			
11				31			
12				32			
13				33			
14				34			
15				35			
16				36			
17				37			
18				38			
19				39			
20				40			

Sherburne					

Team Score:

Fig. 26

DATE _____ TRACK AND FIELD MEET AT _____			
CONTESTANT	SCHOOL	TIME	TIME
100 YARD DASH _____ RECORD		MILE RUN _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	
220 YARD DASH _____ RECORD		HIGH JUMP _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	
440 YARD DASH _____ RECORD		BROAD JUMP _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	
120 HIGH HURDLES _____ RECORD		POLE VAULT _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	
220 LOW HURDLES _____ RECORD		SHOT PUT _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	
HALF MILE RUN _____ RECORD		DISCUS _____ RECORD	
1		1	
2		2	
3		3	
4		4	
5		5	

Fig. 27

Wrestling		VS		SUMMARY		THIRD PERIOD		SECOND PERIOD		FIRST PERIOD		NAMES OF	
CONTESTANTS		SCORING		SCORING		SCORING		SCORING		SCORING		CONTESTANTS	

one. This will remove the responsibility of the section or district for issuing passes and provide a feeling of professional unity throughout the state.

Check List

The check list in Fig. 29 is an example of a dittoed form that can be utilized by the director prior to any athletic activity to be certain that everything has been checked. Being only human, a director may well let a minor item slip by unless he has such a checklist. The form may require revisions, additions, or deletions, since circumstances vary from school to school, but at least it provides a starting point.

Fig. 29

CONTEST CHECKLIST

CONTEST DATE

SUPERVISORS

POLICE SUPERVISION

TICKET TAKERS
 tickets change tables & chairs reports

OFFICIALS
 dressing room shower facilities clip boards
 pencils forms

TIMERS
 stop watches clocks timer equipment

SCOREKEEPERS
 scoreboard control box scorebooks pencils
 clipboards numbers

ANNOUNCERS
 P.A. system forms table & chair

USHERS
 ARM BANDS

SUPERVISION OF CONCESSIONS
 sale items tables & chairs

PUBLIC ADDRESS EQUIPMENT
PROGRAMS
change programs
PARKING AND TRAFFIC CONTROL
INTERMISSION PROGRAM
EQUIPMENT REQUIRED
SUPERVISOR

SAFETY**Bleachers**

.....cleaned
safety
designated areas
 (band, visiting fans)

Court

.....cleaned
safety zone
hazards

Field

.....marked
safety zone
hazards

Locker Rooms

.....cleaned
safety

GAME RESULT REPORTS

Filled out by
Send results to

DOCTORS ON DUTY

SUMMARY

A director has a great number of responsibilities related to the organization of athletic activities. Of utmost importance is proper supervision for such activities. Generally, members of the faculty are assigned this responsibility, either as a part of their extra duty or are as a paid extra function. Police supervision is particularly important when traffic problems are involved. Ticket takers may be teachers who are assigned this duty as part of their supervisory responsibility, or capable students. Other personnel who may be necessary for the smooth functioning of such activities

are certified officials, voluntary judges, timekeepers, scorekeepers, ushers, public address announcers, and doctors.

Various kinds of programs will greatly aid the spectators in keeping abreast of the contest. The size of the concessions and the groups responsible for them depend on local practice and the size of the undertaking.

The director is responsible for checking safety factors for both the participants and the spectators. He should also arrange for intermission programs, which will eliminate many supervisory problems at this time. Many intermission activities can be offered by the musical department, the physical education department, or the athletic department itself.

A number of reports should be submitted at the conclusion of the activity, including gate receipt reports, concession reports, and publicity reports.

Passes are a courtesy that should be extended to those who assist in making athletic activities possible or in publicizing them.

Finally, to guarantee that he does not overlook any of his responsibilities, the director should have a check list that will cover all the areas under his control.

SECURING AND PAYING OFFICIALS

“THE value of a game in the high school athletic program is greatly influenced by the playing rules and the way in which they are administered. The rules-writing activity of the National Federation has provided opportunity for high school groups to determine the nature of such games. Immeasurable benefits have already been derived. The next logical step after the formation of rules is the perfection of machinery for securing uniform and efficient administration. Most states have developed statewide programs for the registration of athletic officials through the state high school association. Without such a program, the policies relative to the administration of the rules would be dictated by forces outside the school and often in conformity with a philosophy entirely foreign to good educational policies.”¹

This statement from the *National Federation Handbook* indicates the trend in the officiating of high school contests. Under the jurisdiction of the high school athletic association, officials must officiate in a manner satisfactory to those who are responsible for the over-all program. The success of any such activity depends largely on the quality of the officiating.

Officials' Organizations

Officials' organizations, which, in many instances, have expanded from local groups to state, national, and international asso-

¹ *The National Federation Handbook*, p. 42.

ciations, are becoming more and more competent. Most of the improvement has been the result of a desire for self-improvement. Increased competence and registration with state associations has insured the high schools of improved administration of their games. Members of such groups are required to attend interpretation meetings that keep them continually abreast of recent trends, rules changes, and factors that may affect the well-being of the high school athlete. The meetings also develop a standard interpretation of the rules throughout a large segment of the nation.

The following statement, made in the *New York State Public High School Athletic Association Handbook*, indicates what this state association expects of these groups:

We depend upon officials' organizations:

1. To establish standards for their members for competent officiating.
2. To recruit and train new members
3. To provide for the promotion of members.
4. To conduct rules-interpretation meetings.
5. To use high school rules interpretations.
6. To administer high school rules examinations.
7. To certify members as to their performance in the game.
8. To make an annual report on each member to the N.Y.S.P.H.S.A.A.²

With such a statement by a ruling body, there can be no question about the responsibilities of officials' organizations. Since the responsibility is placed entirely on these organizations, they should determine the qualifications for certified officials. In order to fulfill their obligations, they must guarantee the state associations competent officials, and they must demand that each member perform in an effective manner.

Use of Certified Officials

No matter what method is used to schedule officials for athletic contests, the director should be certain that each official is a member of a certified officials' organization that is recognized by the state association. This should guarantee competent officials and eliminate the possibility of the distasteful situations that can arise

² N.Y.S.P.H.S.A.A. *Handbook*,
p. 44.

if an athlete is injured in a contest that is being officiated by an individual who is not certified. Although being certified does not necessarily mean an official is always the best, it is a guarantee that he has met the standards of a recognized group. No doubt there are many individuals who are capable of officiating at high school contests but do not belong to such groups. Nevertheless, the question of their capabilities is an individual opinion and is not necessarily agreed on by all the parties involved. An uncertified official at a high school contest could be the basis for a lengthy and possibly expensive lawsuit if an accident should occur. When only certified officials are used, the responsibility for any questionable acts is removed from the school and its personnel, because they have adhered to the suggestions or regulations of their state associations.

Scheduling Officials

There are various methods of scheduling officials for athletic activities. One way is for the director to contact an official directly and request that he officiate at a particular contest. This can create problems, particularly if the same official is hired rather frequently by one director. The number of contests and the availability of officials will determine, to a great extent, the number of times an official should appear at one school. If there are an adequate number of officials available, repetition should be at a minimum. Some activities are scheduled on a day or at a time when it is difficult to secure officials; in such situations, it may be necessary to have repetition, but this should be avoided as much as possible.

Another method of selecting officials is to have one person, or a committee of two or three persons appointed by the league, to make assignments of officials for the league schedule. This will relieve the coaches, directors, and officials' organizations of this responsibility.

A third method is for the director to submit his complete schedule to the officials' group and have them make the assignments. Under such an arrangement, the board of officials will usually designate a number of different individuals and avoid repetition. This procedure also eliminates the possibility of the director

or the school being criticized for choosing specific officials to their liking.

A fourth method of arranging for officials is for the league secretary to submit the entire league schedule to the officials' group, who designate the officials for all league contests. This also eliminates possible criticism, since no school has a part in deciding which officials will appear at their contests.

In the last two cases, there is always the possibility of a clash of personalities between officials and coaches. Both, unfortunately, tend to have extremely long memories. It might be most satisfactory to eliminate the possibility of unpleasantness by having each coach indicate which official or officials he would rather avoid during the season. Many coaches will consider one or two officials below average in officiating ability. This is an individual opinion, and it should be respected. However, a coach who considers several officials incompetent should do a little soul-searching; he may be the one who is basically at fault.

Contracts

As in any business agreement, there should be some form of contract between the school and the officials. This contract should indicate the date, time, fee, mileage payment, and any other pertinent data to eliminate misunderstandings in any of these areas (see Fig. 30).

A contract with the official will protect the school from officials who send a substitute if a more lucrative game is offered to them at a later date. It will also protect the official if a date is changed, leaving him without an assignment. Unless there is a mutual agreement by both parties, the original contract should be honored. There may be postponements in outdoor activities due to inclement weather or weather conditions that would make traveling hazardous for both the officials and the visiting team. There should be a definite time by which any cancellation is brought to the attention of the officials. Officials' organization usually have standard regulations and procedures that are to be followed in such emergencies. These procedures should also be stated in officials' contracts. If a school or league arranges for officials directly through an officials' organization, a similar contract should be

SECURING AND PAYING OFFICIALS

by the officers of the organization to indicate that this group be responsible for supplying the school or the league with officials for all their contests in a particular sport. This contract will be the same as that used when individual officials are hired, except that all the specific dates will be included.

Fig. 30

CONTRACT FOR OFFICIALS

Date _____ 19____

Agreement to officiate as _____ by Mr. _____
(position)

at the _____ school on _____ 19____
(date)

The _____ contest between _____
(sport)

and _____ will begin at _____
(time)

The fee for this activity will _____

Mileage will be paid at _____¢ per mile both ways.

Other officials who will be working with you are:

_____	_____
(name)	(position)
_____	_____
_____	_____

You will be expected to report 30 minutes prior to the contest .

In case of postponement, you will be informed of such by _____
(time)

Director of Athletics

Official

Address

Address

Telephone number

Telephone number

Return one copy and keep one for your records.

Verification

Even though a contract is signed between the school and the individual official or officials' organization, there should be some form of verification to insure that officials will appear for the particular contest. Nothing is more embarrassing for a director than to have the competitors ready to begin and have no officials appear. This situation usually arises because of lack of communication between the director and the officials involved.

Prior to the contest, the director should send a verification form to the individuals who are scheduled to officiate. A standard form will greatly facilitate this task for the director (see Fig. 31). Many officials' organizations will insure this matter themselves by having the officials send verification forms to the director. In any case, there should be some definite method of verifying that the officials will appear at the correct time and on the correct day.

Fig. 31

DATE _____, 19____
Dear _____,
We are expecting you to officiate the _____ vs _____ contest on _____, 19____ at _____ (am or pm) as per previous agreement.
Sincerely yours,
_____ Athletic Director
_____ School

Rating Officials

Since most officials' groups strive for self-improvement, they will frequently request coaches and directors to rate the members of their group on the various phases of officiating (see Fig. 32). Coaches or directors should not consider this a "gripe sheet," but a method of constructive criticism. When these forms are used with a positive approach, the quality of the officiating should im-

prove, for there may be factors of which coaches and directors are more cognizant than are the officials.

In some cases the coaches will be requested to rate officials immediately after a contest, and the replies are compiled after all the reports have been sent in. There is a danger here that a coach may not give a truly objective report after a rather close contest, and his rating may be based on his emotional feelings at that time rather than on his truly objective judgment.

Fig. 32

OFFICIAL'S RATING FORM		
Official: _____	Date _____,	19 _____
Game _____ vs _____		
Rate 1 thru 5 (1-poor to 5-excellent)		
Promptness-		
Relationship with players and coaches-		
Consistency-		
Knowledge of the rules-		
Attitude-		
General appearance-		
_____ Coach	_____	School

Another method, which may prove more satisfactory, is rating each official at the conclusion of the season. The officials' group sends a standard form to each coach, who rates only the officials who have handled his contests (see Fig. 33).

The groups that request such information are usually more interested in seeking self-improvement than those that ignore this positive approach to improved officiating.

Rating the Schools

A recent innovation is asking the officials to rate the schools on their sportsmanship, cooperation, and the like. This is an excellent method of indicating to each school how their teams compare with others in the area in these characteristics. From the observations of various officials during the season, the administrators, directors, and coaches will discover how their teams appear to outsiders who have an opportunity to compare a number of schools.

Fig. 33

SOUTHERN TIER DISTRICT BOARD OF BASKETBALL OFFICIALS
OFFICIAL RATING SHEET

RATE EVERY MAN ACCORDING TO THIS FIVE-POINT PLAN:

5—*Superior*

4—*Excellent*

3—*Good*

2.5—*Average*

2—*Never Seen*

1—*Poor*

0—*Unacceptable*

..... Ackley, Willard	..... Mitchell, William
..... Bardis, Julius	..... Murray, Maurice
..... Bezek, Andrew	..... Neitke, Roy
..... Chapuk, John	..... Pavlovich, Steve
..... Conroy, Ray	..... Ponti, Primo
..... Derbyshire, Henry	..... Regni, Gino
..... Farrell, Harold	..... Romano, Angelo
..... Gaffney, Carlton	..... Ruffo, Peter
..... Grecko, Andrew	..... Charpsteen, Arthur
..... Greenman, Ronald	..... Sivers, Raymond
..... Haffin, Ralph	..... Terenzi, Leonard
..... Hoch, Anthony	..... Tesori, Charles
..... Hoch, George	..... Veldon, Vince
..... Kocak, Wazzo	..... Walling, William
..... Kurty, Jack	..... Ward, Douglas
..... Lobacz, Chet	..... Wells, Earl
..... Mihalkovic, Frank	..... Zulich, Steve

COACHES: Please feel free to use the back for any comments you have regarding the work of our chapter. Only through your help may we study our work and raise our officiating standards.

At least one officials' group offers a financial scholarship to schools that exhibit outstanding sportsmanship. The school authorities are free to indicate the individual who should get this financial aid to assist in his or her higher education (see Fig. 34).

Fig. 35

NAME		DATE
FOR OFFICIATING	Football	
	Basketball	
	Baseball	
	Wrestling	
NUMBER OF OFFICIALS		MILEAGE: .. MILES @ ¢/MILE
AMOUNT DUE \$.....		SIGNED

Fees

The actual fees for officiating vary considerably from one area to another, but certain common characteristics can be pointed out.

Officials' fees should be standard for all schools to eliminate bidding for officials and having the superior officials constantly hired by the larger schools. Fees should not only be standard within the individual organizations, but as far as possible throughout the area. Some neighboring groups have a great variation in their fees for the same sport. Since such groups are usually under a statewide organization, there is no reason why their fees should vary. Similarly, the mileage allowance should be standard from group to group and for the officials in various sports.

The officials should receive a fee that is appropriate for the extremely important function they serve. The effort expended for different activities may vary, but the responsibilities are comparable. On the other hand, officials should not demand outrageous fees. In some cases, the gate receipts for all athletic activities during the school year have been expended almost solely for officials' fees. This is an extremely unpleasant situation, and it usually results in unhappy relationships between schools and officials' groups.

Criticism

Directors and coaches are frequently the target of criticism by various individuals or groups, and they realize that much of it is unfounded. Officials are in a similar situation, and the director should see that no official is criticized publicly by any member of his staff. Public criticism can be eliminated only by a program of

education and emphasis on sportsmanship. With his own staff, however, the director should have complete control, and he should not allow a coach who is emotionally involved to reflect on the capability or integrity of an official.

Just as there are poor coaches and poor directors, there are poor officials. Officials' organizations attempt to weed out the incompetents by their rating systems, and it is quite proper to contact the director of an officials' group if one individual has done a consistently poor job. Incompetence, however, cannot be judged on the basis of one experience. If everyone were evaluated on the basis of one observation, there would probably be no officials—and possibly no coaches. Directors should also make a point of indicating their satisfaction with officials who have done an excellent job. One who is as free with his praise as he is with his criticism will usually find an attentive ear when he does have a valid complaint.

SUMMARY

Both the National Federation and state athletic associations have indicated that competent officiating is imperative if high school athletics are to function effectively. To guarantee this competence, officials' organizations have been made responsible to the state athletic associations for standard interpretations, practices, and controls.

The use of certified officials should not only guarantee capable personnel but protect the school from possible lawsuits.

Various methods are used to schedule officials. Among them are:

1. Direct correspondence with the individual officials.
2. Assignments made by an individual or a committee appointed by the league.
3. Assignments made by officials' groups for the school schedule.
4. Assignments made by officials' groups for the league schedules.

There should be a contract between the officials and the school to provide pertinent information regarding their agree-

ment. In order to eliminate any possible confusion, the director should verify all official assignments just prior to the activity.

Most officials' groups request a rating of the officials by the coaches, either after each contest or at the end of the season. A recent innovation has been the rating of schools on their sportsmanship by the officials.

Officials should be considered guests of the school and treated accordingly. They may be paid directly after the contest or sent their fees later, depending on the accepted practice in the area and the auditing system used by the school. The amount to be paid to officials should be standard in the general geographical area, and throughout the state, if possible. The fees should be commensurate with the responsibility of the officials, but should not create a financial drain on the school's athletic funds.

Officials will be criticized; this is inherent in the task, unfair as it may be. Education is the only method of eliminating public criticism, but the director can insist that the members of his staff show respect for officials. The director should not hesitate to praise officials who have done an excellent job or to indicate his dissatisfaction when officials have been incompetent. In the latter case, however, his criticism should not be based on just one experience, unless the officials' actions have had serious repercussions.

BUDGET PROBLEMS AND THEIR SOLUTIONS

THE formulation of and adherence to a budget is one of the main responsibilities of the athletic director. He must determine the exact requirements, to the smallest of items, of the athletic program for the complete school year. Many directors experience budget difficulties because they fail to anticipate items or services that are necessary for the successful functioning of their departments. The determination of a budget is no small task, and the director must plan to spend a considerable amount of time on it.

In most cases, no matter what method of finance is utilized, the director is required to submit an itemized list of the materials and services that will be required and their cost. An error or an omission may cause serious problems and leave the director open to criticism from the community, the administration or his staff.

Methods of Finance

The board of education should provide the major financial support for the athletic program, for this will indicate that they believe athletics are equal in value to the many other phases of the educational program they support.

There are, however, various methods of financing the athletic program, and although some can be criticized because of the situations they may create, they are also discussed in this section, since they are used in some schools.

Self-Supporting: The athletic department that depends solely on gate receipts for their working capital, equipment, and services

may experience difficulties from time to time. A number of factors can affect the revenue from this source of income: the weather, won-and-lost records, competition from other agencies in the community, widespread illness, and numerous other circumstances.

It may sometimes be necessary to set the admission prices at a higher level than is desirable in order to guarantee a sufficient income. The admission price for students should be within reason, since this is a school function and a high cost might well put it beyond the reach of many of the students. To overcome this problem, many schools, through their student association or general organization, make available a student ticket that either provides free admission to all school functions or reduces the cost of admission. Not only does this save the students a considerable amount of money, but it supplies the organization with working capital early in the school year. This method is used quite extensively in colleges and universities throughout the country. Some make the purchase of a student ticket mandatory for their students, but this should never be a requirement in the public school systems. The sale of season passes, both to adults and students, is another method of obtaining funds at the start of the year.

A number of dangers may result from a dependence on gate receipts. The most prevalent is an overemphasis on winning to guarantee a successful gate. There is no doubt that a winning team will outdraw a losing one, and to insure success, unethical or unfair practices may be permitted. A coach who does not produce in this situation may well find himself without a job, and many such individuals will, in self-defense, attempt to guarantee victories by questionable tactics and methods.

Dependence on gate receipts is one cause of unequal competition and its attendant dangers. Some schools will schedule opponents who are very much out of their class in order to assure a good financial return. Exploiting the high school athlete for the purpose of financial gain has no place in our athletic programs.

Many unusual practices arise from a dependency on gate receipts. Sometimes a coach receives a percentage of the gate receipts—and a winning coach will find his cut considerably greater than that of a losing coach. This is quite an incentive, but opposed to all the principles of a healthy high school athletic program.

Another danger that may result from a complete dependence

on gate receipts is the possibility that one or more excellent athletic activities may have to be dropped from the program because of a lack of money. Many activities produce no gate receipts and are entirely dependent on those that do. A few years of poor gate receipts and these would be the first to fall by the wayside, no matter how excellent the director and the staff might consider them.

Board of Education Support: The second method of financing an athletic program is depending entirely on the support of the board of education. As an educational function, athletics should be entitled to such support, and if the program is well organized, diversified, and includes as many students as possible, this procedure will be accepted by the community. If there is an over-emphasis in one or two areas, and other valuable activities are neglected or nonexistent, this type of financial aid will be open to criticism.

There will always be a few people who believe that tax money should not be used to sponsor athletic activities, and the director may find it necessary to obtain majority support through a program of public education. A program with a large number of participants and a wide variety of activities will be the most likely to win the necessary support.

When financial support is completely dependent on any group, there is always the danger of controls being exerted to an extent that is unacceptable to the director and his staff. The board of education does have control over all educational functions, but they may overstep their limitations by insisting on practices that are opposed to recognized athletic philosophies. With the control of the purse strings, the wrong individuals can easily disrupt the entire athletic program.

Combination: The most satisfactory method of financing the athletic program would seem to be a combination of self-sufficiency and aid from the board of education. By supporting the athletic program the board of education will indicate their belief in the educational value of such activities. At the same time, the athletic department will indicate its desire to assist in the support of its own program.

It is rather difficult to indicate standards for determining the extent to which each group should underwrite the expenses

involved. The degree to which a school attempts to offer a diversified program, the anticipated gate receipts, the number of activities that do not supply an income—all these factors will determine the proportion of aid required from the two sources.

Under a method that is generally accepted in many areas, although it is by no means universal, the board of education purchases the equipment required for the various activities, as determined by the director and the administration and approved by the board. Gate receipts are applied to the purchase of awards, the payment of officials for activities that charge admission, dues to league and state affiliations, and similar expenses.

General Fund: In some schools, all gate receipts are turned into a general fund, along with the receipts from all other school activities. This arrangement can create problems. Although their expenditures may be comparable, for example, one area may contribute much more than another, and some activities may be limited to an extremely small number of participants because of rigid requirements or abilities demanded. For these reasons, such a plan often has shortcomings.

Determining the Budget

Whether the financial support for the athletic department comes from gate receipts, from the board of education, from a combination of the two, or from a general fund, the director should determine the exact requirements of his department well in advance. In most instances, the final verification may require considerable study by the administration and the board of education. To allow sufficient time for the board to complete this task for each department in the school, the individuals involved in such decisions should have all necessary information available well ahead of the extensive planning sessions that will be required. In many instances, this information is requested in the spring prior to the affected school year. The director should anticipate this request and have the task completed before the indicated deadline, since a last-minute job will often result in forgotten items.

The first step is a check of the inventory. If the records have been carefully kept up to date, they will indicate what equipment is required and what equipment is in sufficient supply. It is ad-

visible for the director to have some method of noting the age of the equipment, for this will often indicate that its life expectancy is rapidly being approached. If this is not feasible he can note the condition of the equipment each time an inventory is made. (Inventories will be covered more completely in the next chapter.)

Many directors are coaches or former coaches of a particular activity or activities, and they tend to show favoritism toward these activities. The director must guard against this tendency, for it can create dissatisfaction among members of the staff. The nature of the activity will determine the amount of equipment required and its expected life. The director must keep foremost in his mind the safety of the athletes. (Equipment purchase will also be discussed more completely in the next chapter.)

Too often, equipment is overstocked in one area and understocked in others. When it comes to determining which equipment should be placed on the budget, the director should select the equipment that will provide the greatest use to the greatest number of student athletes.

In the final determination of the nature and extent of the budget, the director should use common sense and reason. A director who purchases items that have limited use and high cost will often find that his unwise decisions result in a reduction of his budget in future years. There are many items that may add prestige to his department or that may be utilized by colleges but if the director cannot honestly say that they will have extensive and valuable use in his program, he should not include them in his budget.

The director may have each coach submit a requisition for his particular activity, then combine these requisitions into the total requisition for his department. As with the director, the coaches should be reasonable in their requests and realize that there probably will be a limited amount of money allocated for athletics. If one coach makes unreasonable demands for equipment, he may be eliminating items that are sorely needed from other activities. The director must not show favoritism to one or two activities, and there should be no "orphan" activities that are constantly supplied with cast-offs from other activities. If the activity is worth being included in the program, it should be supplied with satisfactory equipment.

The director should submit a complete list of the items re-

quested, with unit prices and total cost indicated. Once this is approved, the director should use a standard requisition form for ordering the items. He should complete individual forms for the equipment ordered from each company. Orders handled in this manner may be checked much more efficiently than can be haphazard ordering. When such forms are made out in duplicate, or even triplicate, the director can verify whether the items have been ordered and whether the order is complete.

Fig. 36

PARTIAL BUDGET REQUEST

INTERSCHOLASTIC ATHLETICS

Item	Unit Price *	Total Price
10 game footballs	15.00	\$150.00
10 plastic helmets w/face masks	21.00	210.00
24 sets helmet snaps	.50	12.00
50 mouthpieces	2.50	125.00
10 pr. shoulder pads	20.00	200.00
10 pr. hip pads	10.00	100.00
10 pr. girdle pads	10.00	100.00
20 blocking pads	5.00	100.00
20 pr. football shoes	17.00	\$340.00
10 pr. forearm pads	5.00	50.00
6 belt sliders	.50	\$.00
20 pr. game pants	10.00	200.00
50 pr. innersoles	.50	25.00
2 kicking tees	2.00	4.00
30 maroon game jerseys	10.00	300.00
30 white game jerseys	10.00	300.00
50 practice jerseys	5.00	250.00
6 sets of cheek pads for helmets	3.00	18.00
6 crown discs	.50	3.00

Audit

The method of auditing the funds available to the athletic department will depend on the system of finance. If the board of education supports the program entirely, this audit would be included in the general audit of all school funds. If the gate receipts are the sole source of income, or if they support a part of the program, a separate audit is in order. Each school will usually have an individual who is responsible for these matters, and he will per-

* These are not actual prices, but approximations. This form is not designed to show prices, but to indicate the organization of the budget request.

form this function at specific intervals. In some cases, the funds of each student organization are audited once a month.

Standard Forms

As in any well-organized business, there should be standard forms for the deposit of money and for payment orders. All income should be deposited with a central treasurer, who will credit the athletic department or athletic association with the amount. When a payment is due, the director should verify each expenditure and submit a payment order with the bill for the service rendered or the item purchased.

Each department should maintain an account book indicating the expenditures and income, along with their running balance. Keeping the account book may be the responsibility of the director or one of his staff; in smaller schools, it may be delegated to a competent student. If deposit slips and payment orders are made in duplicate, the central treasurer will retain the original as a verification against his account book. The athletic department will receive the copy, which will indicate that the department has been credited with this income or has had a check drawn on its account. The individual responsible for the account book can then enter the transaction and maintain a file of payment orders and deposit slips as a double check. In this manner, there will be a four-way verification on all deposits and payments.

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-bottom: 5px;">Receipt No. _____</div>		
DEPOSITED IN EXTRA CURRICULAR FUND		
By _____ 19____		
TO BE CREDITED TO SCHOOL ACTIVITIES ACCOUNT		
	DOLLARS	CENTS
Bills _____		
Silver _____		
Checks _____		

Total, \$		
<div style="text-align: right; margin-right: 50px;"> General Treasurer of Extra Curricular Fund </div> <div style="margin-top: 10px;"> _____ Total when passed </div>		

Form 34 Williamson Law Book Co., Rochester 6, N. Y.

Fig. 38

SUMMARY

It is imperative that the director have his budget prepared early and completely. A hurried job may result in serious errors and omissions that can have far-reaching effects on the entire program.

There are four general methods of financing the athletic program. In the first, all finances are completely dependent on the gate receipts. This arrangement may create problems, because the department's income can be affected by a number of different

factors. The desire to guarantee large gate receipts may also lead to practices in opposition to the best interests of the students.

An athletic department supported solely by the board of education this may also encounter problems, for complete financial support means complete control. A combination of dependence on gate receipts and board of education support appears to be a more satisfactory arrangement. *The athletic department will indicate a desire to support its own program, and the board of education gives evidence of their belief in the athletic program as a part of the over-all educational picture. The extent of support by each will depend on the local circumstances. The general fund method also has its drawbacks.*

In determining the budget, the director should verify the needs of each activity. He may review the most recent equipment inventory and request requisitions from the coaches of each activity. There should be no favoritism in determining of the items that will be purchased. If an activity is worthy of being included in the program, it should be supplied with worthwhile equipment. The director should realize that the final approval of a budget request may take considerable study by those in charge of such expenditures, and he should have his requests available as early as possible. In deciding on particular items, their value to the program and the possible extent of their use should be the important considerations.

The funds of the athletic department should be audited periodically. Standard forms for the deposit and expenditure of money are a necessity. When standard forms and an account book are used, those concerned with financial matters will find it easier to verify the financial condition of the department.

EQUIPMENT: PURCHASE, CARE AND STORAGE

AN attempt to cover all of the information regarding equipment would require one or more volumes. Since we will not be able to deal with every minute detail, we will touch only upon those areas which can be offered in a general nature, or problems which most frequently face the director.

The purchase, care and storage of equipment will make considerable demands upon the director's time. The director who is well prepared for these tasks will find such responsibilities much less time consuming than one who does things in a haphazard manner. Since these responsibilities are of such importance in the overall athletic picture the director must be prepared for long hours of tedious labor. If the task is performed poorly the director will be the individual most prone to criticism.

Purchase of Equipment

The director should be the only individual in the athletic department to order athletic equipment. He may be required to work through a purchasing agent in the school system, but the director should be the only individual in the athletic department who has the power to make final commitments on orders for the athletic department. The methods of placing such orders will vary. The

director may have to submit his orders through the office of the administration, through a specialist hired for this purpose, or he may procure the items directly on an order from his office.

In departments where several individuals have the right to place orders, a number of unpleasant situations can arise. For one thing, there is a danger of an overlap in equipment. This can result in severe criticism of the department, particularly if it is discovered that equipment that has been ordered separately for different activities could have been utilized by both. Items ordered by one individual could also place a financial drain on the athletic funds and deprive other activities of sorely needed equipment. Moreover, it is extremely difficult to check the completeness of orders if more than one person has the privilege of ordering equipment. This results in complete confusion when orders become mixed, and one individual thinks there has been an error while another believes his equipment has not been delivered. When the director is the only person responsible for orders, he will know which items have been delivered and to whom they should be directed.

When to order equipment is always a problem for the director. The best advice is to order the equipment as early as possible. If each coach determines his needs immediately at the close of his season, he is less likely to forget important items. In many cases, the director must await the approval of his budget before final orders may be placed. This, too, may create problems, particularly if this approval is relatively close to the ordering deadline. Many school systems that have experienced this problem have advanced their approval date for budgets to a more realistic time. If the director delays in ordering vital equipment, he may be embarrassed when the season approaches and important items have not been delivered. By careful planning, the director can avoid this situation. If, for some reason, the director must delay his orders on specific items, he should see that other arrangements have been made to insure that the lack of these items will not create serious problems.

Fig. 39

ATHLETIC EQUIPMENT BUYERS ALMANAC

MONTH	TYPE OF ATHLETIC EQUIPMENT		
	<i>Football Cross Country, etc.</i>	<i>Basketball Wrestling, etc.</i>	<i>Baseball Track, etc.</i>
JANUARY	Order New Equipment		Order New Equipment
FEBRUARY	Order New Equipment		Time Is Running Out
MARCH	Order New Equipment	Take Inventory	Delivery
APRIL	Time Is Running Out	Order New Equipment	Mark Equipment
MAY		Order New Equipment	
JUNE		Order New Equipment	Take Inventory
JULY	Delivery	Order New Equipment	
AUGUST	Mark Equipment	Time Is Running Out	
SEPTEMBER		Delivery	
OCTOBER		Mark Equipment	Order New Equipment
NOVEMBER	Take Inventory		Order New Equipment
DECEMBER	Order New Equipment		Order New Equipment

Figure 39, an adaptation of a chart taken from *Equipment and Supplies for Athletics, Physical Education, and Recreation*, published by the Athletic Institute, is a procurement calendar that will remind the athletic director when he should place his orders. By following this calendar, he will have little difficulty in obtaining equipment well ahead of the deadline.

Two excellent sources of information that deal with every phase of athletic equipment are (1) the paper-covered booklet,

Equipment and Supplies for Athletics, Physical Education, and Recreation, published by the Athletic Institute in conjunction with the American Association of Health, Physical Education and Recreation, and (2) the booklet, *How to Budget, Select and Order Athletic Equipment*, published as a public service by the Athletic Goods Manufacturers Association. These may well provide answers that directors have difficulty finding in other sources.

How should the director go about discovering the exact items he wishes to order? The first method is to review the various catalogs that are usually supplied by athletic goods dealers at least once a year. If the director maintains a file of these catalogs he will find his task much simpler when it comes time to order equipment.

The director may file these according to the materials that are included, and should keep his files up to date. A catalog that is obsolete may cause the director to order equipment that is no longer manufactured, has changed in price, or has a new catalog number, and there will be a delay in the processing of his order. Catalog numbers are a convenience for the director, to insure that he gets the exact model or style he desires, and he should be certain that this number is correct on all his orders.

The director will be familiar with items that he has ordered for several years, and ordering through a catalog will be no problem. But there may be items that have been changed by the manufacturer or new items that he has never previously ordered. In this situation, the director should not hesitate to request a dealer to describe an item and explain its advantages.

The athletic-goods salesman can be a great aid to the director, but some may harm their own sales by turning up at inopportune times. In many schools, the director must teach a full class load, and he does not relish frequent interruptions by salesmen. Whether the director is teaching or busy with other important responsibilities, he will appreciate the salesman who makes it a point not to interrupt his work. The salesman who makes an appointment or becomes familiar with the director's schedule will be more pleasantly received.

Most manufacturers of athletic equipment are cooperative in

assisting an athletic director who is having problems with his equipment or is looking for suggestions. These manufacturers have often solved unusual problems that are peculiar to one area or even one school. Like men in any line of business they know there is no substitute for the good will of their customers.

It may be advisable to obtain samples of unfamiliar items, since a picture and a description is no substitute for the item itself. Again, manufacturers and sporting goods dealers will do their utmost to assist the director.

The following selection tips from the Athletic Goods Manufacturers Association should be considered before athletic equipment is purchased.

1. *Design and Material.* These characteristics must be carefully considered before purchasing athletic equipment. The design should not include frills that will create problems when the item is reconditioned or cleaned. The particular style should be standard, for an unusual design may be difficult to match at a later date. The material should be practical and able to stand the rigors of the activity without falling apart. It should also be a material that can be cleaned or laundered without too much difficulty.

2. *Utility and Cost of Maintenance.* The equipment should be capable of doing the job for which it was purchased. Some items have an excellent appearance but are not capable of serving the function desired of them. Items that are practical in some parts of the country will be woefully inefficient in others. Under normal circumstances, all equipment should function with a minimum of maintenance. If maintenance tends to be frequent and costly, the director should think twice before expending the department's funds.

3. *Safety Factors in Protective Equipment.* Safety should be the first consideration in purchasing any type of protective equipment. It is far better to be certain the athlete is properly protected than to have fancy uniforms. This is particularly important in contact sports where the director may have a limited budget. Fancy football shirts and pants are of little value if the protective equip-

ment is of a poor grade. If it is necessary to cut corners, do so on unimportant items that do not serve as a protection for the athlete.

4. *Quality and Workmanship.* The director will usually have enough experience to determine the good from the bad. When purchasing material, he should demand only the best for the money he has available. Equipment of a lower grade will usually cost more in the long run, since it will have to be replaced that much sooner. If the director does not feel qualified to determine the quality and workmanship of an item, he will usually find that a reliable sporting goods dealer will be of assistance to him. In addition, reconditioners and the local laundry can provide many tips on determining the practicality of various items.

5. *Source of Supply.* Most of the athletic equipment suppliers provide will prove to reputable—their business depends on it. Sporting goods dealers can only remain in business if their equipment is satisfactory and if they are willing to guarantee its reliability.

Consider the future availability of reorders. Certain equipment must be matched, either in style or color. If this is not possible, the director may find himself spending a larger amount to replace the complete line.

6. *Price.* Many directors function on a tight budget, but price should be the final consideration, after all the other factors have been taken into account. A director might better attempt to get along with less equipment rather than purchase lower-grade materials. As in any commodity, one only gets what one pays for, and inexpensive equipment may not stand up under strain. Be wary of the salesman or the catalog that offers equipment at an unusual savings. There must be a reason for it—and the reason is usually the quality of the equipment.

Bids

In many schools the athletic department, as well as all other departments in the school, must open their orders to bidders. This can be an aid in saving money that can be spent for the pur-

chase of other items, and there is no doubt that most directors would welcome extra funds. However, such a system is full of dangers, for the low bidder is not always the most reliable. The director should be included in the decision as to who will receive the bid, since he will be familiar with the dealers who are reputable. If the director is forced to work under this system, he should insist on having the right to reject any equipment that does not measure up to his standards. When filling out his requisition, the director should clearly state the exact item he desires, using one or more catalog numbers to indicate the quality desired. He should avoid the use of the term "or equal," which is often included in bids. What the dealer believes to be "equal" quality may not coincide with the judgment of the director, and many directors have been saddled with poor equipment when this term has been included in the bid.

Clothing

Most directors are not familiar enough with the various materials and combination of materials used in the construction of clothing to be considered experts in this field. By discussing this with someone who is close to the problem, the director may learn the pitfalls that should be avoided. The local laundry or dry cleaning manager will usually be happy to assist and suggest how to avoid such dangers as shrinkage and the running of colors. Reliable salesman will also be willing to discuss their knowledge of the various materials—and, since they must guarantee the items they sell, it is doubtful that they will make any false claims. New materials are constantly being discovered, and some prove to be a boon in the field of athletics. Before the purchase of clothing made of such materials however, the director should be certain that the dealer explains its advantages over other materials and any possible shortcomings.

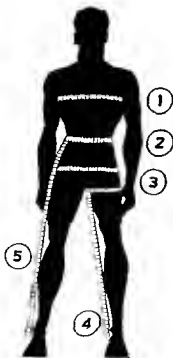
Since the director must be certain to buy the correct sizes in any athletic clothing, he may find the instructions set forth by the Athletic Goods Manufacturers Association helpful (see Fig. 40).

How to Measure for Athletic Equipment

Correct measurement is essential for proper sizing of athletic equipment to insure the comfort of the wearer, durability of equipment, proper protection, and appearance on the field. The charts and illustrations presented here have been compiled for your use as a measuring guide to insure the proper fit of uniforms, jerseys, protective equipment, and warm-up suits. This is a basic Measuring Guide for most types of athletic equipment. For perfect fit, it is also recommended that you state height, weight, and any special irregularities of build.

KEY TO FIGURES

1. **CHEST.** Be sure the tape is snug under the arms and over the shoulder blades.
2. **WAIST.** Place the tape above the hips around waist like a belt to determine waist measurements.
3. **HIPS.** Measure hips around the widest part.
4. **INSEAM.** Measure inseam from close up the crotch to top of the heel of the shoe when full-length pants are ordered. For shorter pants, like baseball and football pants, check on the measurement recommendations of the manufacturer of the clothing you select.
5. **OUTSEAM.** Measure from the waistline to top of heel of shoe for full-length pants. For baseball, football, and shorter pants check the measurement recommendations of the particular manufacturer involved.



6. **SLEEVE.** Take measurements from center of back over elbow to wrist. Keep elbow bent, straight out from shoulder.

HEAD. (Not shown in diagram) The tape should run across forehead about $1\frac{1}{2}$ inches above eyebrows and back around the large part of the head.

This association also suggests the size range for athletic clothing at the high school level. Fig. 41 indicate how many of each size should be ordered when various quantities are being purchased.

Fig. 41

SIZE RANGE OF ATHLETIC EQUIPMENT¹

BASEBALL EQUIPMENT

Baseball Uniforms. Baseball uniforms should be loose fitting. When ordering made-to-measure uniforms, specify one or two sizes larger than actual chest and waist measurements.

Shirt Size	36	38	40	42	44
Pant Size	30	32	34	36	38
Quantity	12	1	3	5	2
	15	1	4	6	3
	18	1	5	7	4

Baseball Caps. Baseball caps are ordered actual size. Relationship between head measurement and cap size is shown below:

Head Measurement (in inches)	Cap Size	Head Measurement (in inches)	Cap Size
20 1/16	6 3/6	22 3/6	7 1/8
20 7/16	6 1/2	22 3/4	7 1/4
20 13/16	6 5/8	23 3/16	7 3/8
21 3/16	6 3/4	23 9/16	7 1/2
21 9/16	6 7/8	23 15/16	7 5/8
22	7	24 3/8	7 3/4
Cap Size	6 3/4	6 3/4	7
Quantity	12	1	2
	15	1	3
	18	1	5

BASKETBALL EQUIPMENT

Basketball Shirts. Basketball shirts are made to actual size. Size 38 fits a player measuring 38 inches around the chest. Extra-length shirts should be ordered for players who are 6'2" or more in height. One or two inches longer than regular is recommended for players 6'2" to 6'5"; three to four inches longer for players 6'6" to 6'8"; and five to six inches for players taller than 6'8". Lettering on the front or back of shirts restricts the stretch in the knit fabric. Therefore, large amounts of lettering are desired, a size larger should be ordered.

Shirt Size	34	36	38	40	42
Quantity	12	2	3	4	5
	15	2	4	5	6
	18	2	5	6	7

¹ Athletic Goods Manufacturers Association, *How to Budget Select, and Order Athletic Equipment*, pp. 23-28.

Basketball Pants. Basketball pants are made to actual size. Size 34 is made for a player with a 34 inch waist. It is recommended that a notation be made for unusually tall players so that special allowance can be made for their height.

Pant Size	28	30	32	34	36	38
Quantity	12 1	3	5	2	1	0
	15 1	3	6	3	1	1
	18 1	4	7	4	1	1

Basketball Warm Ups. A fabric warm-up should be ordered two sizes larger than actual chest measurements. For a player 6'7" or taller, the jacket should be three sizes larger. Knit warm-ups should be ordered one size larger than actual chest measurements. For a player 6'7" or taller, order two sizes larger. Extra length warm-up jackets should be ordered for unusually tall players.

Fabric Warm up Jackets

Jacket Size	38	40	42	44	46
Quantity	12 3	4	4	1	0
	15 3	5	6	1	0
	18 3	6	7	1	1

Fabric Warm-up Pants

Pant Size	28	30	32	34	36	38
Quantity	12 1	3	5	2	1	0
	15 1	3	6	3	1	1
	18 1	4	7	4	1	1

Knit Warm up Jackets

Jacket Size	36	38	40	42	44
Quantity	12 3	5	3	1	0
	15 4	6	4	1	0
	18 4	6	6	1	1

FOOTBALL EQUIPMENT

Football Helmets. Football helmets are ordered by head size. The relationship between head measurement and helmet size will be the same as that indicated under baseball caps.

Helmet Size	6 3/4	6 7/8-7	7 1/8-7 1/4	7 3/8-7 1/2	7 5/8
Quantity	18 2	7	7	2	0
	24 3	9	9	3	0
	30 4	13	10	3	0
	36 5	15	12	3	1

Football Jerseys. Jersey sizes are larger than actual chest measurements. It is recommended that jerseys should be one or two sizes larger than chest measurements. For example, a size 42 jersey will fit a chest size 38 to 39 1/2. Extra-length jerseys should be ordered for players who are 6'4" or more in height: one or two inches longer for players 6'4" to 6'6"; three to four inches longer for players 6'7" to 6'8"; five to six inches longer for players taller 6'8".

Jersey Size	38	40	42	44
Quantity	18 4	6	6	2
	24 5	8	9	2
	30 6	10	11	3
	36 8	11	12	5

Football Pants. Football pants are sized according to actual waist measurements. Allowances are made for the wearing of hip pads and for the slight shrinkage that occurs in some materials with the first washing or cleaning. About 10 per cent of high school pants (in the middle sizes) should be ordered "long."

Pant Size	28	30	32	34	36	38
18	2	4	6	5	1	0
Quantity	24	3	5	8	6	2
	30	4	6	10	6	3
	36	4	8	12	7	4
						1

Although this information covers only four sports, the items are similar to clothing required in a number of other activities, and these suggestions may be applied to these as well.

Shoes

A director can become completely confused if he attempts to learn all the intricacies of the shoe business. If a director wishes to evaluate the construction of a particular type of shoe, he might once again approach a dealer, who will usually be frank in his opinion. If he wishes to go further, the director may obtain a sample of the shoe in question and ask the opinion of a local shoe-maker.

The important thing in shoes is the fit. Once again we turn to the manufacturers group, whose recommendations appear in Fig. 42.

Fig. 42

ATHLETIC SHOE SIZES²

Baseball Shoes. Baseball shoes are ordinarily fitted from one-half to one size smaller than dress shoes. A player who wears a 9½D dress shoe should wear an 8½D or 9D baseball shoe. When using the tables below, D and E widths should be divided evenly for high school teams.

Shoe Size	7½	8	8½	9	9½	10	10½	11	11½
12	1	2	2	3	1	1	1	1	0
Quantity	15	2	2	3	3	1	1	1	0
	18	2	3	3	4	2	1	1	1

² Athletic Goods Manufacturers Association, pp. 23-28

Basketball Shoes. Basketball shoes come in one width and are ordinarily fitted one-half to one size smaller than dress shoes. They should be fitted so that the foot will not slide in the shoe on sudden stops.

Shoe Size	7½	8	8½	9	9½	10	10½	11	11½	12
Quantity 12	1	1	2	2	2	2	1	1	0	0
15	1	1	2	3	3	2	1	1	1	0
18	1	2	2	3	3	3	1	1	1	1

Football Shoes. Football shoes are usually fitted about a half size less than dress shoes. A player who wears a 9½D dress shoe should wear a 9D football shoe. A football shoe should furnish ample room for the toes but should not be large enough to allow any slippage of the foot. For high schools, D and E widths should be evenly divided.

Shoe Size	7½	8	8½	9	9½	10	10½	11	11½	12	12½
Quantity 18	1	2	3	4	3	2	1	1	1	0	0
24	2	3	4	5	4	2	1	1	1	1	0
30	2	3	5	6	4	3	2	2	2	1	0
36	2	4	5	6	5	4	3	3	2	1	1

Track Running Shoes. Track running shoes should ordinarily be fitted one-half size smaller or the same size as dress shoes. Track shoes should be tried on to insure proper fit. They should fit snugly.

Shoe Size	6½	7	7½	8	8½	9	9½	10	10½	11	11½
Quantity 12	0	1	2	2	2	2	2	1	0	0	0
24	0	2	3	4	5	4	2	2	1	1	0
36	1	3	4	5	6	5	4	3	2	2	1

Track Field Shoes. Track field shoes should ordinarily be fitted the same size as regular dress shoes.

Shoe Size	8	8½	9	9½	10	10½	11
Quantity 8	0	1	1	2	2	1	1
12	1	1	2	3	2	2	1

Order Forms

In the previous chapter the budget request form and equipment supplies requisition were illustrated, so there is no need to discuss these forms at great length here. In order to guarantee prompt delivery, the director should be certain that he has the correct catalog number, a proper description of the item, color, size, and the correct address of the dealer. It would also be wise to indicate when he would like delivery, allowing a safety margin in case of a delay.

Care of Equipment

Proper care of equipment, both during its period of use and following its use, will guarantee a normal life expectancy. The

director should not be upset by equipment that wears out from normal use; this indicates that it has been used to its fullest extent and was probably worth the money spent on it—unless its period of use was very limited. Every member of the staff should be disturbed when items are made useless through carelessness or deliberate destruction.

Each coach should be made responsible for instructing his athletes in the proper care of the equipment issued to them. Some coaches, as well as players, are extremely lax about the proper care of their equipment and may have to be reminded quite frequently. If suggestions for improving the care of equipment are not respected, the director may be forced to use stronger methods of indicating his displeasure.

The individual coaches should check their equipment frequently to ascertain its condition during its period of peak use. This should eliminate carelessness and possible further damage, which might make items completely beyond repair. If any equipment is found to need repair, the coach should see that it is taken care of immediately—or, if specialized assistance is required, he should inform the director, who should see that the matter is given immediate attention.

During the season, the cleanliness of personal items used by the athletes is always a problem. Larger schools with their own laundry systems can issue clean items to the athletes as they need them. In other schools, the boys will be responsible for laundering their own personal items. In this case, it is advisable to issue each boy more than one of each item so he can alternate their use and not wear unclean items for a long period of time. Dirt can cause serious problems in athletics; one case of staph infection on a team can rapidly spread through the entire squad. Personal cleanliness of the athletes and their equipment must be one of the first areas of discussion at the start of any season.

During the season, arrangements should be made to have equipment laundered as often as possible. Certain items, such as game or match uniforms, may be used once or twice per week. If the school does not have its own laundry facilities, the director should make arrangements to send such equipment to a commercial laundry. He should arrange a definite schedule with the

laundry so they will pick up the equipment as soon after its use as possible and return it in time for the next scheduled activity.

At the conclusion of the season, the coach and the director should check all equipment as soon as possible. This will enable them to take inventory and decide what should be purchased for the following season, which items should be disposed of, and which should be sent to the laundry or the reconditioners. Many items can sufficiently be prepared for the next season by simple laundering.

Since athletic clothing may have to be handled in a somewhat different manner than normal clothing because of the rigorous use it receives, the director may find it extremely helpful to discuss this matter with the manager or owner of the local laundry. The following suggestions on cleaning athletic clothing may be of assistance to both the director and the local laundry.

HOW TO CLEAN ATHLETIC CLOTHING³

Classification of Items

Method A

Woolen Warmups
Award Jackets
Woolen Baseball Jackets
Softball Jerseys
Stock Basketball Jerseys

Method C

Baseball Uniforms
Track Pants
Game Football Jerseys
Game Football Pants
Game Basketball Shirts
Sweat Shirts
Socks Containing Wool
Scrimmage Vests
Athletic Hose
Officials' Clothing
Basketball Pre-Game Warmups
Softball Uniforms (woven)
Lightweight All-Nylon Jackets
Stock Practice Jerseys (stenciled)
Stock Game Jerseys (colored)
Stock Game Jerseys (lettered)
Tee Shirts (stencil lettered)

Method B

Sweaters
Baseball Undershirts
Baseball Dickie

Method D

Practice Football Jerseys
(unlettered, natural and white)
Practice Football Pants
(unlettered, natural and white)
Sanitary Cotton Hose
Tee Shirts (unlettered)
Supporters

Method E

Sideline Coats and Caps

³ Athletic Goods Manufacturers Association, *op. cit.*, pp. 42-43.

CLASSIFICATION OF ITEMS

Method A: Dry clean only.

Method B: Use only mild soap or detergent and water not over 120 degrees F. Immerse garments and allow to soak about ten minutes, then manipulate by hand (or mild automatic washer action) to force solution through them to remove soil. Rinse well in water the same temperature. Never wring or distort garments. Never tumble dry. Manipulate to proper size and shape by hand—and dry flat on towels.

Method C: Machine wash at temperatures not over 120 degrees F. (recommended washing temperature, 110 to 120 degrees—so-called bath temperature). Wash with a high water level, using mild soap or detergent. Never use bleach. Rinse water should be at same temperature as wash water. Never tumble dry knit garments or garments containing wool. Athletic uniforms should be separated from all other wash and washed according to color classification. Baseball uniforms should be dried on rustproof hangers.

Method D: Machine wash with water at 140 degrees F., using soap and detergent plus chlorine bleach, according to the directions on the container. In the case of badly soiled garments, repeat the process.

Method E: Clean outer surface with sponge or cloth wet with soap or detergent solution. Remove solution with sponge or cloth moistened with clear water. Never use cleaning fluids.

Special Note:

Wash whites alone. Never mix different colored garments in the same wash. Tumble drying causes more shrinkage than other methods. High water level holds down mechanical action in machine washing and reduces injury possibilities to garments. Temperatures lower than 100 degrees sacrifice washing ability and will not remove perspiration residues, heavy soiling, and surface stains. Wash temperatures between 110 and 120 degrees F. are recommended. Heavy grass stains and ground in soil may still remain after using 120-degree water, but most coaches prefer to have grass stains rather than lose the color or have the numerals and stripes become illegible. Bleaching should not be done. Any piece of athletic equipment that contains some wool should be treated as a wool garment. Football pants are the only items that can be tumble dried, if necessary. Never use cleaning fluids on items containing rubber. As temperatures increase, so do color and shrinkage problems.

In addition to equipment that requires simple cleaning and laundering, there are many items peculiar to athletics that cannot be handled by the normal commercial laundry. The director has three solutions to this problem:

1. Place such equipment in storage without cleaning or repairing.
2. Attempt to clean and repair such items with the help of student managers, coaches, and other school personnel.

3. Send such equipment to athletic reconditioners whose business is the repairing and cleaning of these particular items.

The first system is obviously unsanitary and expensive in the long run. Without cleaning or repairing the items soon rot and become unusable thus necessitating additional purchases. The second system is at least an attempt to lengthen the life of the equipment and keep it clean, but a rather unsatisfactory solution. Many items are difficult to clean, and without proper equipment the job is only half done. The repair of athletic items also demands specialized equipment that is rarely available in the school. Moreover it is also a time-consuming task for individuals who are probably not replete with free time as it is.

The use of an athletic reconditioning company is the most plausible solution to this problem. These companies have the equipment required for unusual cleaning and repair tasks, and most of them are extremely reliable. They are even more familiar with athletic equipment than most coaches or directors, and they can repair equipment that would be disposed of by do-it-yourself reconditioners. Since their business depends on satisfied customers they will, of course, reject that equipment that is beyond repair. Their judgment is based on years of experience, and they know that if the equipment they recondition does not hold up under rigorous use it will reflect upon their ability.

Although some may consider this service expensive, over a period of years it will prove more economical for the athletic department, for equipment that is not reconditioned will probably remain usable only about half as long as equipment that does receive this service.

Storage

Storage problems vary from school to school. Some schools have separate team rooms, and each athlete has room to store his equipment quite handily. In others, the available space may be quite cramped, and frequent storage problems arise. There is usually little the director can do about this situation unless there is room for expansion.

In any case, the director should see that there is proper ventilation and drying facilities. If the only ventilation possible is

an open window, the director should see that arrangements are made to guarantee at least this. He can instruct his staff members that their student managers or a member of the squad should be delegated the responsibility of checking this ventilation. In confined areas, the most simple solution is a window fan, which will keep fresh air circulating and assist in removing offensive odors and improving the drying facilities. No matter what the situation, the director should attempt to make the conditions as comfortable and sanitary as possible.

Once the season is over and the equipment is to be stored away, the director must use extreme care. No type of equipment should be put away without some sort of care. Leather balls should be cleaned, rubber balls should be washed, baseball gloves should be oiled, clothing should be laundered. No item should ever be stored while it is still damp.

As in storage during the season, off-season storage is largely dependent on the area available. No matter what the space factor, the director must insist on certain requirements, for under adverse conditions much equipment can become useless. In general, there should be no temperature extremes or dampness. There are few athletic items that are not affected by extremes of heat or cold, and the director should always be extremely cautious of this danger.

Storage problems will vary, and the director may have to use a great deal of ingenuity to solve them. The ideal situation, of course, is to have sufficient storage space for everything, with each area constructed specifically for a particular item. But the director may have to use the same storage area for all types of equipment. As the basketball equipment moves out, the football equipment moves in; in the spring, the basketball equipment replaces the track and baseball equipment that are then put into use. The director, with the assistance of the school maintenance personnel, can often improve the storage facilities by using a little imagination.

When not in use, each item should be placed in some type of container—the sturdier, the better. Cabinets, storage lockers, shelves, wooden boxes, cardboard boxes—any of these will serve as storage receptacles. If at all possible, each area containing athletic equipment should be marked with its contents. This will make it

considerably easier to find equipment when it must be put in use, and it will also aid during the inventory period. If the storage areas are not readily accessible, the director can have a diagram made to indicate the exact location of the various items.

Inventory

A complete inventory will serve a number of valuable purposes. In some situations, the director will be unable to place his hands on every item that belongs to the department: some may be in use, others may be stored in inconvenient locations, or the amount of equipment may be so great that he does not have sufficient time to check every item.

An inventory is of prime importance in insurance protection. If there is some type of disaster, the director must have a complete listing of the equipment in order to make a reliable claim for lost or damaged material. Each year, the director must complete his budget request, and with a complete inventory it will not be necessary for him to search about storage areas to discover which items are in need of replacement or in which areas additions may be required. By checking his inventory the director can readily determine what is needed.

The frequency of inventory taking is another problem for the director. If he leaves the inventory until the end of the school year, he will often find the task almost insurmountable. Equipment may have to be removed from storage areas to be counted and checked and then replaced. If equipment is counted and checked when it is stored, at the end of the school year it will only be necessary to inventory the equipment from the spring program. The director will know exactly which items have to be ordered for the following season, and he can be certain to place his order well ahead of the deadline.

The size of the school will determine who will take the inventory. In smaller schools, the director may be completely responsible for the entire inventory. In larger schools, this responsibility may be given to the coaches of each individual sport. In very large schools, the director may be fortunate enough to have an equipment manager who is responsible for all the equipment, and he will handle all the chores in this area.

The person conducting the inventory should use standard forms, not penciled notes that may be extremely difficult to decipher. Situations may arise when the director is not available and information from the inventory sheets is required on short notice. Standard forms can be purchased from various business-form printers, but since athletics require a somewhat different type of inventory than other areas, the director may find it simpler to have his own forms printed or dittoed. These forms should include the following information:

1. Number of items.
2. Type of equipment.
3. Color (where required).
4. Sizes (where required).
5. Numbers (if so marked).
6. Condition.
7. Date of purchase.

The color is included because the director may need to know this information when reordering the same item. Sizes are important because when ordering, the director must be certain he will have enough variation in sizes to fit all the athletes. The numbering on equipment must be listed so the director will know which numbers he has available and which should be included on any new order. The condition is naturally important, since it will indicate what replacements are required. The date of purchase will serve to indicate whether equipment may be approaching the end of its expected life. A combination of the date of purchase and the condition will also serve to indicate whether certain items are wearing out long before expected. This may indicate poor quality or misuse, and the director can discover the true cause.

Equipment Issue

This practice will vary from school to school, depending on accepted practices, facilities, and the nature of the equipment to be issued. If the school has an equipment-issue room, all equipment will be distributed from this location. It is possible to issue certain types of equipment from a small storage room, but it would be quite impossible to do so with other equipment. The distribution of track equipment is relatively simple compared to

the issue of football equipment, due to the nature and number of the items required.

If the coach or director knows the exact sizes required, it is very possible to place each athlete's equipment in his locker before the start of the season. This is a convenient method, although somewhat time-consuming if the individual involved does not have considerable assistance.

If there is a space problem, the equipment may be issued from a large area such as the gymnasium. Each type of equipment can be laid out according to size; the athletes can start at one end of the equipment line and be issued the proper size as they pass each individual item. This method is most useful for such activities as football, where a large amount of equipment must be issued.

When should equipment be issued? Some directors issue equipment well in advance of the season, so the task will be disposed of and they can turn to other important matters. This has advantages in some cases, but there are also disadvantages. Certain items, such as football or baseball shoes, should be issued before the start of the activity so the athletes will have an opportunity to break them in before rigorous exercise. In many cases, however, an early issue of equipment invites its misuse or even loss. Very few items should be issued until just prior to the start of the season.

Fitting is always a problem for the director and the coach. Proper fit is imperative for safety as well as neat appearance. Football shoes, helmets, and pads will only guarantee safety if they are properly fitted. The athletes will often make drastic misjudgments when it comes to determining the sizes they require, so the director should be certain that the coaches verify the fit of every piece of equipment they issue. Protective equipment and shoes must be fitted individually to guarantee safety and prevent irritation, which may develop into serious complications. If an equipment manager is available, this responsibility will rest with him, and his experience will prove invaluable.

The director should also insist that each team have a neat appearance. Emphasis on neatness in athletics may carry over into the personal habits of the athlete. It may be necessary to have tucks taken here and there in clothing, but this small expenditure is well

worth the improved appearance of an athletic team. Many mothers will be only too willing to adjust the size of their son's athletic gear to guarantee neatness.

The marking of athletic equipment takes many forms. Items that are not issued to individuals may be marked indelible with the school name. Branding irons may be purchased with the school name or initials for permanently marking some types of athletic equipment. Equipment that is issued to the athletes should have some distinguishing mark by which each boy may identify his equipment, or by which it may be identified in case it is misplaced. Many items can be numbered for identification purposes, and it is sometimes possible to identify each item issued to a boy with the same number, marked with a marking pen, stencil, or indelible pencil. Another method is to print the athlete's name on each piece of equipment rather than using a number. Name tags may also be attached to equipment, but in the case of contact sports this method may not be very practical.

Issue Forms

A record of each piece of equipment issued should be maintained in the athletic director's office. To guarantee that this information is not mislaid, it is advisable to have these records made out in duplicate. There are several methods of maintaining such a record but the two most common are the *issue sheet*, with a list of the athletes and the equipment issued to them, or the *issue card*, with an individual card for each athlete.

Figure 43 shows the issue sheet used for an entire team, and Figure 44 shows the individual issue card on which will be recorded all the items issued to an individual athlete during the school year.

Lost Items

During the school year there will always be the problem of athletic equipment being lost, mislaid, or stolen. When he is issued equipment, each athlete should be made to understand that he is responsible for its return—and what the penalty will be if any items are not returned.

If each athlete is supplied with a locker in which he can safely

Fig. 43

EQUIPMENT ISSUE SHEET											
SPORT _____		ITEMS								DATE _____	
Indicate numbers where possible - Indicate shoe size											
NAME											

Fig. 44

EQUIPMENT ISSUE CARD		
Name		
Locker	Lock No.	
Football	No.	Ret.
Helmet		
Shoulder Pads		
Rib Pads		
Hip Pads		
Thigh Pads		
Shoes		
Practice Pants		
Practice Shirt		
White Jersey		
Maroon Jersey		
White Pants		
Maroon Pants		
Forearm Pads		
Cross Country	No.	Ret.
Shirt		
Shorts		
Shoes		
Sweat Pants		
Sweat Shirt		
Wrestling	No.	Ret.
Practice Tights		
Shorts		
Sweat Shirt		
Sweat Pants		
Match Tights		
Match Shirt		
Jacket		
Knee Pads		
Miscellaneous		

Basketball	No.	Ret.
Practice Shirt		
White Shirt		
Maroon Shirt		
White Shorts		
Maroon Shorts		
Warmup Shirt		
Baseball	No.	Ret.
Shirt		
Pants		
Belt		
Hat		
Undershirt		
Glove		
Sock		
Jacket		
Sliding Pads		
Trock	No.	Ret.
Shorts		
Shirt		
Shoes		
Sweat Shirt		
Sweat Pants		
Tennis	No.	Ret.
Shorts		
Shirt		
Racket		
Press		
Balls		
Sweat Shirt		
Miscellaneous		
Signature		
School Year		

store his equipment, he should be expected to pay for any item that is misplaced, since the fault usually rests solely with him. If, on the other hand, the equipment is placed in a location that is freely accessible to a number of individuals, the athlete cannot be held fully responsible, since a lack of proper facilities may have caused or contributed to the losses.

There are many locations where an athlete must constantly watch his equipment, since other individuals are not averse to picking up items that do not belong to them. One method of overcoming this is to develop an esprit de corps among the athletes, to see that outsiders do not pilfer athletic equipment. Under this system, an outsider would rarely have the opportunity to use any misappropriated equipment, for he would soon be revealed to the athletic department.

Understandably enough, high school athletes often wish to retain some item of wearing apparel that indicates they were members of the team. We attempt to overcome this natural tendency in two ways. First, we inform our athletes that if they really need some item of clothing, we are sure we can find something to their liking and eliminate this serious need. Most boys realize that they truly do not need such clothing and rarely request it. Second, there are always certain items that cannot be used in the athletic program because of their condition. Rather than disposing of them haphazardly, we allow the athletes to select any items they wish. Since they would have been disposed of in any case, the athletic department suffers no loss.

Because most athletes take pride in their awards, it is possible to eliminate the loss of much equipment by indicating that no awards will be presented to any individual who loses equipment and does not pay for it.

Finally, we inform our athletes that they may use athletic equipment at any time during the school year. We simply issue this equipment as we do during the regular season. The boys will respect the fact that the equipment still belongs to the school and usually take excellent care of it. In cases where there is obvious misuse, we simply refuse to issue equipment to those individuals in the future.

The director alone should be responsible for ordering equipment. This will eliminate the confusion that may result if several individuals have this right. He should order the equipment well in advance of its need, using a current catalog, and he should be certain that the order is complete and includes all the pertinent information. *It is advisable to have a standard order form.* Dealers, manufacturers, reconditioners, and the local laundry will usually be only too glad to give advice and aid to the director when he has problems in the purchase, care, cleaning, and repair of athletic equipment.

When purchasing equipment, the director should take into account:

1. Design and material.
2. Utility and cost of maintenance.
3. Safety factors in protective equipment.
4. Quality and workmanship.
5. Source of supply.
6. Price.

The system of bidding for equipment may prove to be a problem to the director, so he must be extremely careful how he words his bids.

The proper care and cleanliness of equipment is the responsibility of the director, the coaches, and the athletes. The director must be certain that all equipment receives proper care before storage, and that *it is stored under proper conditions.*

The director must see that there is a complete inventory of all athletic equipment. This will prove invaluable to him in several instances.

There should be standard forms for equipment issue. Equipment should be ordered in a broad range in sizes. The director should insure that all the equipment issued to an athlete fits him properly, particularly in the case of protective equipment.

All equipment should be properly marked both to eliminate loss and to facilitate identification by the athletes. Lost items are always a problem to the director and the coaches, but much can be done to reduce this problem by passing on considerable responsibility to the athletes themselves.

THE LOCKER ROOM

THE atmosphere of the locker room will have a considerable effect on the mental attitude of the student athlete. Research in industry has proven that the surroundings in which an individual works has a definite effect on his production capabilities. The same psychological principles are applicable to the field of athletics as well. Besides the mental aspect of the situation, it is quite obvious that the condition of a locker room can have a relationship to the physical well-being of the high school athlete. The director must keep a constant vigil in this area to see that any undesirable conditions are eliminated as rapidly as possible.

Supervision

It would be a physical impossibility for the director or the coaches to maintain constant supervision of the locker room, because their responsibilities will not allow them to remain in this location for long periods of time. However, the director must impress every member of the staff that each of them is responsible for the proper conduct of the athletes in the locker room. Coaches should make a habit of visiting the locker room before and after each practice session—not on a definite schedule, but as a spot check. In some schools, the coaches will be able to observe the locker room from their dressing area, which makes this task considerably easier. When the athletes realize that they are under observation, they tend to be much more careful of their conduct.

The athletes should be informed that an individual who creates an untidy or dangerous condition is affecting the safety and health of his own teammates. It may be necessary for a coach

to reprimand his team when they are creating such conditions and insist that they be corrected. Each coach should be responsible for his own group. The director should inform the coach of any undesirable condition he sees, and the coach should take it up with his team. A director who berates a team for its care of the locker room may antagonize the coach, since *bypassing him seems to indicate that he is not capable of assuming this responsibility.*

Each coach should insist that his group keep this area neat. Any equipment left unattended should be picked up by the student managers and turned in to the athletic department's storage room. When a boy reports for his missing items, he should be seriously reprimanded for his carelessness and told that the item will not be reissued if it is mislaid again. If the item is necessary for the particular activity, he may be required to supply his own or pay a deposit to insure that the item will be paid for if it is permanently lost. Student managers can improve the situation in the locker room if one of them is on duty in the area during dressing and undressing periods. The manager can make a final check after the athletes have left to see that no equipment has been left out or to note if an unsatisfactory condition has resulted during the period of use.

In addition to demanding neatness, each coach should insist that the athletes maintain the sanitary condition of the locker room. It is only in rare instances that normal use of the locker room should affect the sanitation of this area. When the athletes do cause unsanitary conditions, they should be severely reprimanded immediately and informed that such practices will not be tolerated. If there is a recurrence some action, such as limiting them to a specific amount of time in which to shower, dress, and be out of the locker room, shall be taken.

The director should verify that the custodians in charge of this area are performing their functions effectively. He should visit the locker room himself at least once a day—more often if possible—and he should tell members of his staff that any unsatisfactory conditions that may be the result of poor custodial care should be reported to him immediately so he can discover the reason. Unless he has specific custodians assigned to his department, the director should follow the chain of command and report the problems that exist to the administration. Normally, a mem-

ber of the administrative staff will be responsible for supervision of the custodial staff.

Safety

There is nothing quite as upsetting to a coach as having an athlete injured in the locker room. Many boys safely participate in contact sports, only to be injured in this area. The director must look for dangerous situations in the locker and shower areas and, if any are noted, have them rectified immediately. It is often the hazards that were going to be taken care of tomorrow that cause accidents. The director should correct such dangers immediately, or at least see that some provision is made to prevent possible injury.

Adolescent boys are not averse to horse play, particularly after a satisfying practice session or the pleasure of a victory, and this causes many locker room injuries. Each coach should indicate that such action will be frowned upon and indicate the reason for his disapproval.

In many locker rooms, one of the big dangers is slipping on wet floors. The structure of the shower area, drying area, and locker area will have an effect on this. In schools that have drying areas, the athletes should understand why they should utilize them and keep to a minimum the danger of slipping on wet floors. If there is no drying area and the danger of slippery floors is quite evident, it is best to prevent injuries before they occur by using some method of prevention. Floor runners are a practical and inexpensive method. In purchasing runners, however, the director should determine which will be the most practical. Cocoa matting will have good absorption qualities but may have to be replaced more frequently than a rubber type of floor covering. Both will provide insurance against some nasty falls.

In no case should refuse ever be allowed to collect in the locker room. Not only will this result in a messy appearance, but it can create safety and sanitary problems. Soap that is inadvertently left in the shower room or on the locker room floor can cause a nasty accident. If the school supplies the soap to the athletes and this situation becomes extremely common, the distribution of soap can be eliminated for a period of time and the reason indi-

cated. Other refuse may be just as dangerous—broken shampoo bottles are a frequent hazard. Constant checking by student managers can often eliminate many such dangers.

Sanitation

After safety, the sanitary condition of the locker room must receive top priority. Because of the proximity of the athletes during their periods in the locker room, infections are easily transferred. Fungus infections, such as athlete's foot and ringworm, are the most common, and only constant sanitary care will guarantee that they will not be spread throughout the group. Some doctors believe that several other types of infections are also readily spread in such situations.

Since the athletes must expose their feet daily to the locker room floor, the greatest infectious danger is probably athlete's foot. This problem seems to be more acute in some schools than in others, undoubtedly because of varying degrees of care in this area. Since this infection is most readily cultured in a damp condition, the use of the drying area and a dry locker room floor will do much to eliminate it. It is also advisable to spray or wash the floor frequently with a germicide to destroy the fungi.

There has been considerable discussion of the values of the foot bath. If such an item is utilized in the shower area, it is important to change the solution frequently. A recent innovation is the spray platform, a platform on which each athlete stands while anti-fungi solution is sprayed on his feet. The director should utilize some such method to maintain the healthy condition of the locker room.

If there are toilet facilities adjacent to the locker room, and there certainly should be, the director should see that they are *maintained in a sanitary manner*. He should check these facilities while he is checking the locker room and, if he discovers that they are not being maintained in a satisfactory manner, he should see that the situation is rectified immediately. If the fault is that of the custodians, he should go through the chain of command, as mentioned previously. If the fault lies with the athletes, the director should tell the coaches in charge of the particular groups to make it clear that such a situation should not be allowed to continue. It

may require constant supervision or even denying the athletes the right to the use of these facilities for a period of time, but a severe reprimand by the coach will usually serve the purpose.

Every athlete should be impressed with the necessity for sanitary conditions. If they are reminded frequently of the importance of this factor, many problems will be avoided. Appealing to their sense of personal neatness and responsibility will usually strike a responsive chord. If necessary, a coach may emphasize the dangers by indicating that unsanitary conditions might well create an infectious situation that could affect the physical well-being of many of the athletes, possibly causing the loss of valuable players at a most inopportune time.

Another important phase of this education in sanitary living concerns the use of personal items. Each boy should be impressed with the dangers of sharing these items with others. It is the responsibility of the coaches to point out that such items as towels, combs, or brushes should never be shared, since infections are readily spread in such a manner.

Lockers and Locks

There are many types of lockers on the market, and most of them are quite satisfactory. The most important factors in the selection of lockers are ventilation, safe storage, and convenience. There should be a free circulation of air in order to dry the athletes' equipment which will become damp from strenuous exertion, rain, or wet ground. Lockers should have as much ventilation as possible, they should be sturdy in order to protect the belongings of the athletes, and they should be large enough to facilitate the storage of bulky athletic equipment.

The director should make a thorough study to discover the best type of lock available. The lock must be sturdy and not readily opened by others. Combination locks are most convenient, since athletes will often misplace keys thus necessitating the destruction of an otherwise good lock. It is also advisable to purchase locks that have a master key arrangement so the coach can obtain items from a locker when the athlete is not available.

The director should have a master sheet of the locker room, indicating the person assigned each locker, the number of the lock,

formed that the incident must not be repeated or drastic action may be forthcoming. Equipment left in the locker room should be picked up by the managers who check this area after its use and returned to the athletic department. The boy who has mislaid the equipment may be required to leave a deposit in order to regain it.

An unsanitary locker room can lead to extremely unpleasant situations and the possible spread of infectious diseases, some of which are common to such areas. Dangerous situations that develop in the locker room should always be corrected as quickly as possible. Horseplay should not be tolerated because of the possibility of injury. The danger of slipping on wet floors should be eliminated by the use of runners or cocoa matting.

In selecting lockers, the director should look for proper ventilation, safe storage, and convenience. The most satisfactory type of lock is the combination lock with a master key control. The director should have a master floor plan or a convenient listing to indicate the individuals assigned to each locker, the number of the locker, the lock, and its combination.

Supplying towels to the athletes will guarantee sanitary practice. The laundering of the towels can be the responsibility of the athletes, or the school may launder them in its own machines. If the school does not have such facilities, a towel service or a local laundry may be employed.

INDOOR AND OUTDOOR PLAYING AREAS

ONE of the basic principles in all athletic activities is that they should function in an area that is safe and properly marked. In many locations, this principle is either being ignored or adhered to rather loosely. Expensive facilities and equipment do not necessarily guarantee the safety of the athletes or the spectators. Each area that is to be utilized for any athletic event must be scrutinized almost daily, for hazards will often crop up very suddenly, and what was safe one day may be dangerous the next. A poorly marked or improperly measured area reflects on the capability of the athletic department. Visiting coaches, officials, or spectators frequently note obvious errors that have slipped by unnoticed because of careless supervision.

Measurement and Marking

The best method of obtaining measurements is from the rule books of the various activities. Although there are reference books and handy brochures that depict playing areas and note the proper distances, there is no substitute for the rule book. Other sources may omit pertinent information because of lack of space or possible variations among the various levels of competition. The rule book indicates measurements down to the minutest detail, including such items as the size of the safety zone and the suggested location of benches, coaches' boxes, and the like. Much of this information cannot be found in other source materials. To be positive and

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lines will greatly facilitate future lining tasks. Ground plugs, made of materials not affected by the weather, will remain in place for several years and eliminate much of the labor of laying out the athletic fields at the start of each season.

In many schools groundkeepers assume full responsibility for the measurement and marking of the athletic fields. After several years of experience, they have little difficulty in laying out a field in a short period of time. In other schools, this task is the responsibility of student managers, since there is a rapid turnover of these individuals, it would be well for the director or the coach to show them the best method of performing the job and verify that all measurements are correct and that all necessary lines have been placed on the field. We recall one incident where a 110-yard football field was neatly placed in a 100-yard area. This type of thing can occur with inexperienced personnel.

Safety in Outdoor Activities

In addition to safe equipment, safe playing areas are imperative in the athletic program. Many athletic injuries can be traced directly to dangerous conditions that could have been rectified.

In the outdoor areas, no matter what the activity, there should be a safety zone that will protect the spectators as well as the athletes. Too often the safety of the spectator is ignored, although it should be as much in the mind of the director as the safety of the athlete. Many rule books indicate the exact size of the safety zone, but this is seldom checked as frequently as the measurement of the playing area. There should be a definite area within which all items required for the proper functioning of the game are located; a helmet or first aid kit too close to the playing area can be as dangerous as an item not associated with the activity.

Uneven ground or holes in the playing surface cause a number of injuries that are laid to other causes. A player colliding with another may be blamed for an injury, when some defect in the playing surface has actually caused the collision. Foreign items that find their way onto the playing area can also cause serious injury. The coach, the director, and the officials must be constantly on the lookout for such situations. It is the responsibility of all

those involved to provide a safe atmosphere in athletics, in practice sessions as well as during the contests themselves.

During the construction of outdoor facilities, safety must be the first consideration. The director and the coaches should be included in all the planning; being more experienced in this field than most contractors, they will readily note hazards that may slip by inexperienced personnel. On fields that have been utilized for several years, the construction of new facilities may create new hazards, and members of the athletic department should be consulted. A hazard may exist for several years without causing injury—but the first injury may be extremely serious. The director should look for dangerous conditions and should have them removed before they cause injury.

The following list indicates dangers that the director should look for in outdoor activities:

Football:

- Too small safety zone.
- Spectators too close to the area of play.
- Loose equipment.
- Holes in the playing area or near the sidelines.
- Foreign items or refuse on the field of play.
- Uneven surfaces.

Soccer:

- Generally the same as football.

Cross-Country:

- See that the course, when laid out, does not include hazards that could cause injury.
- Foreign items that may appear on the course.
- Holes.
- Sharp drops, which may occur after a rainstorm.
- Heavily trafficked roads.

Baseball:

- Loose equipment.
- Insufficient safety zone, particularly in foul ground.
- Spectators too close to the field of play.
- Loose balls on the field.
- Foreign items on the field.

- Base spikes protruding *dangerously*.
- Old base spikes not removed from the ground.
- Uneven ground or holes in the surface.

Track:

- Uneven ground or holes in the surface of the track or runways.
- Hard pits resulting from insufficient material in the pits.
- Foreign material on the track or in the pits.
- Landing pit material that has settled.
- Poor restraining areas, particularly near the location of the weight events or the javelin throw.

Tennis:

- Spectators infringing on safety area (fences should provide barrier).

Golf:

- Players driving with others in the direction of the drive.
- Spectators infringing on the playing area.
- Standing behind player ready to swing.

Undoubtedly, other hazards can exist in these activities, and other activities may present different hazards, but this list should at least give the director a starting point as he attempts to improve the safety of the outdoor playing areas.

Safety in Indoor Activities

On indoor athletic areas there is less danger of unforeseen hazards developing, since foreign items and irregular surfaces are more noticeable than on outdoor areas. However, there are a number of hazards of which the director must be constantly wary.

One of the most important factors is the provision of a safety zone around the playing area. Not only must spectators be kept out of this zone, but any apparatus or projections from the walls should be removed or padded. Too often items on the floor are easily noted, but wall attachments are ignored until they cause an injury. In many indoor activities, it is imperative that extra protection be placed over the walls as well.

The following list indicates dangers that may exist during indoor activities:

Basketball:

- Lack of a sufficient safety zone.
- No padding over permanent apparatus close to the playing area.
- Hazards that may crop up due to imperfect floor surfaces.
- Loose floor plates, which may rise above the playing surface.
- Water on the floor.

Wrestling:

- Wrestling area too close to obstacles.
- Lack of safety mats adjacent to the wrestling area.
- Spaces between mats, which may have slipped during the match.
- Bleachers or benches too close to wrestling area.
- Uneven mat surface.
- Mats in poor condition.
- Thin mats.

Volleyball:

- Lack of a safety zone.
- Standards not firmly anchored.

Badminton and Table Tennis:

- Spectators too close to the area of play.
- Lack of a safety zone.
- Badminton standards not firmly anchored.

Gymnastics and Tumbling:

- Lack of capable spotters.
- No safety check on equipment before use.
- Lack of sufficient mat protection, either in size, thickness, or area covered.
- Poor placement of mats.

Relationships with Custodians and Groundskeepers

There should be good rapport between the athletic department staff and the custodial staff, for the cooperation of the custodians will make the coaches' tasks considerably easier. The director must impress his staff members that they should reciprocate

by assisting the groundskeepers and custodians whenever and how-ever possible.

The director should supply the custodians of the indoor and outdoor facilities with a complete schedule of all the various activities, as well as the measurements and diagrams of the areas that have to be lined. The director can encourage mutual cooperation by having a short meeting with this group before the various seasons, indicating what he expects of them and requesting their suggestions on what is expected of the athletic staff.

The director and coaches should show consideration for the custodians. They should be informed when there are changes in scheduled activities, or when an activity has been postponed. If the director or the coaches decide that some changes in an area should be made, involving either the moving of a piece of equipment or changes in layout, they should first check with the groundskeepers or custodians to see whether they are feasible. Such changes may create other problems that have been overlooked by the athletic department staff members.

When the athletic department wants a task performed by the custodians, they should be informed well enough in advance so it will not create problems for them. They may have other duties that are just as pressing, and they will not appreciate requests on short notice.

Usually the groundskeepers or custodians have tools and other pieces of equipment for which they are responsible. The director should inform his coaches that such items should never be used without the consent of the individuals involved. If the members of the athletic department want to borrow such equipment, a staff member not a student manager, should make the request and return the borrowed item. This will insure that the item will be returned to its proper location and not left unattended on the field.

In both indoor and outdoor areas, the director should know the duties of the custodians and groundskeepers so he can check on duties that are not being performed and so he can inform his staff of the duties that are not the responsibility of the custodial staff.

Shoring Facilities

The director may experience two problems in this area: sharing facilities among various athletic activities, or sharing facilities with other departments for their activities. It is most practical if the athletic department does not have to share the use of its facilities, such as the gym or the athletic fields, with other departments, for many problems can arise from such situations.

If athletic activities share a common area, the director must be certain that each activity has an equal opportunity for its use. With the assistance of the director, the individual coaches will usually be able to set up a schedule that is satisfactory to both groups. If the members of the staff are unable to reach an agreement, the director will have to decide the matter himself. If the coaches realize that they will have an equal opportunity to utilize the facilities, this will usually settle any dispute.

In some schools, it will be necessary for the athletic department to share the gym or an outdoor area with other departments. In most cases the directors will be able to arrive at a schedule that is agreeable to both groups. If this is impossible, it may require action by the administration. This should be a last resort, however, for animosity may develop as the result of such a situation.

There will be times when other activities will require the use of the athletic facility that is under the complete control of the athletic department. If such groups request permission well enough in advance, and if this use will not infringe upon athletic activities, the director should cooperate to the fullest. The director will often find he may need a favor of the same group at a later date, and his earlier cooperation will not be forgotten.

Planning

If it is necessary to share facilities, the director should plan a definite schedule, which should be supplied to those responsible for the various activities. A verbal agreement on the schedule may be satisfactory to the individuals involved in supervision, but there is always a danger that some supervisors will be absent when the activities are scheduled, or that there will be a change in supervisors. For this reason, the athletic director should provide a

printed or dittoed schedule to eliminate conflicts. Figure 45 shows a facility schedule involving more than one area.

Fig. 45

FACILITY SCHEDULE

Winter 1961-62

	<i>High School Gym</i>	<i>Auxiliary Gym</i>	<i>Wrestling Room</i>	<i>Elementary Gym</i>
<i>Monday</i>	Girls' Athletics 3:30-6:00	Available for use by other groups	Wrestling Team Practice 3:30-6:00	Available for use by other groups
<i>Tuesday</i>	Basketball Practice 3:30-6:00	Girls' Athletics 3:30-6:00	Wrestling Team Practice 3:30-6:00	7th Grade Basketball Practice 3:30-5:30
<i>Wednesday</i>	Basketball Practice 3:30-6:00	Wrestling Matches 4:00-6:00 (as scheduled)	Wrestling Team Practice (if no match)	5th & 6th Grade Physical Education Club 3:30-5:30
<i>Thursday</i>	Basketball Practice 3:30-6:00	Girls' Athletics 3:30-6:00	Wrestling Team Practice 3:30-6:00	8th Grade Basketball Practice 3:30-5:30
<i>Friday</i>	Basketball Practice 3:30-6:00 or Basketball Games (as scheduled)	Available for use by other groups	Wrestling Team Practice 3:30-6:00	5th & 6th Grade Physical Education Club 3:30-5:30
<i>Saturday</i>	7th & 8th Grade Basketball Games 10:00-12:30 Basketball Games 6:30-9:30 (as scheduled)	Wrestling Matches 2:00-4:00 (as scheduled)		5th & 6th Grade Boys' Basketball League 10:00-12:00

Any changes must receive the approval of the Athletic Director. The Director will inform you of any changes in the above schedule as promptly as he can.

Such planning may be required because of a lack of sufficient areas for the number of activities, or the scheduling of a large number of activities in order to broaden the program. In all such cases, the supervisors must be informed well in advance, both of the schedule and of any changes that are required by unforeseen circumstances. Conflicts will rarely arise when the schedule is well organized.

Bleacher Inspection

The director is responsible for the safety of the spectators as well as the participants. There have been several incidents in recent years where bleachers have collapsed, resulting in injury and even death to spectators. The director may delegate bleacher inspection to other individuals, but only to adults who are familiar with the possible danger signs. The groundskeepers and custodians often assume this responsibility.

Both indoor and outdoor bleachers should be checked periodically, preferably just before use. The most serious dangers are looseness of bolts or connecting materials that gave the bleachers their rigidity, broken seats, and splintered wood. If such situations are allowed to exist and an injury does result, the school system might find itself involved in a lawsuit.

The bleachers should also be inspected for foreign materials that might soil the clothes of spectators. A disgruntled spectator is poor public relations. Likewise, an inspection should be made to see that the comfort of the spectators will be guaranteed to as great a degree as possible.

Fire Inspection

Another safety practice that will do much to maintain good public relations is a fire inspection by the local fire department. Since firemen are much more familiar with the possible hazards in this area, the director should request their assistance. They will usually indicate the spectator capacity of indoor areas, and the director should see that their suggestions are complied with. If an emergency that causes injuries should occur, the school will be protected if it can be shown that the directives of the fire department have been followed.

SUMMARY

Safe playing areas are as important to athletic activities as are competent officials, capable coaches, and safe equipment. Poorly cared for and poorly marked playing areas will reflect adversely on the capability of the director and the department.

To assure proper and complete measurements and marking, the director should refer to the rule books, which will supply all pertinent information. New rules require the use of nontoxic marking materials for certain activities, but regardless of rules, they should be used for all sports.

If the field can be permanently marked, it will save considerable time when the area must be lined in the future. If it is not possible to make such lines permanent, ground plugs may be used to indicate where the lines should be marked. The director and the coaches should check all markings to see that the field has been laid out correctly.

A number of hazards may develop in outdoor playing area; the most frequent are uneven surfaces, holes, lack of adequate safety zones around the area of play, and equipment or foreign material finding its way onto or near the playing area. During construction of outdoor facilities, the members of the athletic staff should be consulted for they may be more aware of hazards that construction can create.

In indoor areas, the greatest dangers are lack of proper safety zones, apparatus that is too close to the playing area, and lack of protection over walls or projections from the walls.

Members of the athletic department should maintain good relationships with the custodial staff, who will be able to simplify their tasks. The director should strive to attain a high degree of cooperation between the two groups. Custodians and groundskeepers should be treated with consideration and be informed of the schedules, areas to be marked, and any other responsibilities expected of them. The members of the athletic staff should rarely borrow equipment from the custodial staff, but if they do, it should be returned in proper order.

The athletic department may find that facilities must be shared among athletic activities or with other departments of the school. A definite schedule indicating who has been allocated a

specific facility at a specific time will eliminate many conflicts. The director should do his utmost to allow other departments the use of the athletic facilities if it does not interfere with the athletic program.

As both a safety factor and a public service, the director should see that the indoor and outdoor bleachers are inspected by persons familiar with the hazards that can develop. Similarly, he should request an inspection of the athletic department's facilities by the local fire department, and he should make any changes suggested.

ELIGIBILITY REGULATIONS

IF athletics are to be an educational experience, they must come under strict controls so each group will adhere to a common set of regulations. If there were no such regulations, athletics would develop into a hodge-podge of variations, since what one group considered reasonable limitations might not appear reasonable to another group.

Athletic regulations, or eligibility standards, have evolved through several decades, until the educators who are responsible for this area consider them both effective and fair. Much of this change has been the result of trial and error, but there can be no doubt that high school athletics have made considerable advances since their inception. Regulations have been added as they were deemed necessary or deleted when they proved ineffective or unnecessary; future adjustments will undoubtedly be required as conditions change.

Of all activities in the school program, athletics appear to have made the greatest advances in this area of regulations and eligibility standards. Few, if any, functions are as well organized on the national and state levels, and although local organizations vary from area to area, in the main they are well systemized.

Generally, the development of athletic organizations has been a result of the desire by all those associated with athletics to improve the over-all program. *Unfair practices, unqualified personnel, inefficient officials, and many other unsatisfactory conditions have been eliminated through the concerted efforts of such groups.*

National Federation Regulations

The National Federation of State High School Athletic Associations is an organization of state athletic associations that was

formulated in 1920 to bring order to the chaotic conditions that existed at the high school level and to gain more coherence among the various state regulations. Through the years that have followed, forty-nine of the states have joined this organization, and four neighboring Canadian provinces have become affiliates. Texas, which has not chosen to join this group, has a highly organized athletic association that is undoubtedly on a comparable level.

The National Federation does not dictate to the individual state associations; it is an organ of these groups, all of which have an equal say in the determination of its policies. The Federation is concerned with having each state determine its own eligibility standards, rather than with forcing the opinions of others on the state associations. Its own eligibility regulations pertain to interstate competition, which naturally comes under its jurisdiction. These regulations cover the eligibility of players and schools in interstate competition. They also indicate restrictions as to the number of schools that may participate, travel limitations, and sponsoring agencies. The National Federation opposed so-called national championship contests or tournaments.

The National Federation, in the best interest of athletics, has also been given authority to determine the playing regulations that should be applicable at the high school level, but the state associations are free to make any revisions they consider necessary. The following is quoted from the *National Federation Handbook*:

*Article III. Playing Rules Activity*¹

Section 1. The Executive Committee shall be authorized to set up machinery for the formulation, publication, and distribution of playing rules for those sports in which high school boys participate. At their discretion, they may negotiate with the National Collegiate Athletic Association, the Y.M.C.A., the United States Volleyball Association, and similar organizations with a view to securing adequate active representation for the National Federation on joint committees where such committees seem to be desirable.

Section 2. For all rules committees, the Executive Committee is hereby empowered to set up machinery whereby representatives and officers of such committees may be appointed or elected.

Since the National Federation has little desire to dictate to the individual state associations, it does not specify strict eligibility

¹ *National Federation Handbook*, p. 11.

regulations. However, in an attempt to gain some standardization between the various member groups, it does recommend minimum requirements, leaving the state associations free to include stricter regulations if they so desire. The following are the suggested minimum eligibility requirements:

RECOMMENDED MINIMUM ELIGIBILITY REQUIREMENTS¹

It is recommended (not required) that state associations use eligibility rules at least as restrictive as those listed here.

A STUDENT IS INELIGIBLE IF:

1. 20-Year Rule: He has reached his twentieth birthday.
2. 8-Semester Rule: He has attended a four-year high school eight semesters or a senior high school six semesters, or has graduated. (Attendance of 15 days of any semester shall be regarded as a "semester.")
3. Scholarship Rule and Consecutive-Semester Attendance Rule: (a) He has failed to do passing work in at least fifteen periods (three full credit subjects) per week. (b) Or failed to pass at the end of the immediately preceding semester, in fifteen periods (three full-credit subjects). The record at the end of the semester shall be final, and scholastic deficiencies may not be made up in any manner.
4. Amateur Rule: He has lost his amateur standing, i.e., he has accepted remuneration, gift, or donation directly or indirectly for participating in an athletic contest, or he has participated under an assumed name, or he has competed on a team, some player of which was paid for his participation, or he has entered into a playing contract with a professional club or agent. Reference to "gift or donation" is not intended to preclude the acceptance of a medal or pin of small intrinsic value which is customarily used for track and similar activities and is presented by the sponsoring organization.
5. Independent Team Participation Rule: He has, after becoming a member of a high school squad, taken part in an independent contest where admission is charged.
6. Transfer Rule: He transfers from one school to another without a corresponding change in his parents' residence. (Eligibility may be restored after at least one semester.)
7. Recruiting Rule: He has transferred from one school to another for athletic purposes because of undue influence by anyone connected with the school.
8. Enrollment Rule: He enrolled later than the beginning of the eleventh school day of the semester.
9. Athletic Award Rule: He accepts from any source a sweater, jersey, or any other award exceeding one dollar in value other than those usually given, such as medals, trophies, fobs, letters, and other athletic insignia.
10. Grade Rule: He has not been promoted to the ninth grade.

¹ National Federation Handbook, pp. 11-13

11. **Physician's Certificate:** He has not presented during the year, a physician's certificate that he is physically fit for athletic competition.

12. **Coaching School Rule:** A student is ineligible if, after having been certified as being eligible in football or basketball, he attends any school, camp, or clinic organized in such a way that its entire purpose or a part of its purpose is to provide coaching or organized training in such sport. Penalty shall be loss of eligibility in that sport for one year from the last date of such attendance.

A SCHOOL SHALL NOT:

1. **Coaches' Rule:** Permit coaching by anyone who is not a certified teacher regularly employed by the Board of Education and whose entire salary is paid by that body, or who has fewer than three regular periods of classes, gymnasium, or study hall duty per day.

2. **Sanction Rule:** Enter any meet or tournament involving more than two schools, or any interstate game involving a round trip of more than 600 miles, unless it has been sanctioned by the state high school association and, if more than one state is involved, by the National Federation.

3. **Officials' Registration Rule:** Use any paid athletic official who is not registered with his home high school athletic association and is qualified according to the standards of such state association.

4. **All-Star Contest Rule.** No member high school shall permit use of its facilities nor of its employees, directly or indirectly, in the management, coaching, officiating, supervision, promotion or player selection of any all-star team or contest involving high school players or those who, during the previous school year, were members of the high school team, unless such contest is first sanctioned by the State High School Athletic Association or, if interstate, by the National Federation of State High School Athletic Association.

As an indication that the state associations are adhering to the suggestions of the National Federation, the following summary is included in the National Federation Handbook:

SUMMARY OF STATE ELIGIBILITY FACTS (Based on 1960 data) ²

Age Limits

19th Birthday (with modifications such as: right to compete for the school year if birthday is September 1 or later, or, for one state, May 1, or later; or right to compete for remainder of a sports season if birthday occurs during that sports season; or right to compete for the entire school year if his 20th birthday is June 30 or after): Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Utah, Virginia, West Virginia, Wisconsin, Hawaii, and New Brunswick and Nova Scotia (Canada).

20th Birthday: Alabama, Alaska, Arkansas, Saskatchewan (Canada), Idaho, Iowa, Kentucky, Maine, Minnesota, Missouri, New Hampshire, North Dakota, Rhode Island, South Carolina, South Dakota, Vermont, Washington and Wyoming. In Mississippi, Ontario (Canada) and Tennessee, if 20th birthday is after September 1, competition is allowed through the year

Semester Attendance Limits. Eight semesters for all states.

Award Limits

Awards by Schools to Own Athletes:

School May Award Only Letters (In most cases, customary medals for meet participation may be accepted) Delaware, Idaho, Iowa, Kansas, Nebraska, Nevada, Ohio, Oregon, Washington, and Wisconsin.

Note: In Utah, a school letter may not be awarded.

School Award Value Must Not Exceed Stated Limit Which Varies From \$1.00 to \$5.00: Alabama, Arizona, Colorado, Delaware, Florida, Idaho, Illinois, Kentucky, Maryland, Michigan, Minnesota, Missouri, Montana, Nevada, New Mexico, North Dakota, Ohio, Pennsylvania, South Dakota, Tennessee, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

State Regulations

Although there is still a variation in state regulations, the organization of the National Federation led to a close standardization among its various members, particularly through its suggested regulations. A school, in order to participate with other schools that belong to the state association, must adhere to the state eligibility regulations. Athletics have come under the control of individuals who realize that athletics are an educational function, and membership in the state association is imperative to guarantee that this goal will be realized. For this reason, competition is usually restricted to schools that adhere to such regulations, and a school unwilling to do so will find it difficult to schedule contests. In most cases, competing against a nonmember school or one that does not adhere to the state regulations will result in the immediate expulsion of the offending school.

When individual schools have been discovered to be flaunting state regulations, they have often been expelled from the state association for a specific period of time as a penalty. These schools are not only be unable to compete against member schools in their own state, but because of the strength of the National Federation,

they are unable to go outside the state for competition. When such a penalty faces a school, those in charge of the athletic program are extremely hesitant to ignore any of the regulations. In some states the first offense will bring about a probationary status, and complete suspension follows another violation.

State associations usually set definite eligibility regulations in the following areas:

1. Definition of a bona fide student.
2. Registration and attendance requirements.
3. Transfer regulations.
4. Age limitations.
5. Grade limitations.
6. Health examination requirements.
7. Amateur rule.
8. Number of semesters of eligibility.
9. Participation on outside teams.
10. College enrollment limitation.
11. Professional try-outs.
12. All-star game participation.

Figure 46 illustrates an information sheet that describes the state regulations in a general way. This sheet may be posted on the athletic department's bulletin board to insure that the athletes are familiar with the regulations.

Since the sections or districts are part of the state association, they usually do not have regulations that differ from the state regulations. In many areas, the schools are required to send to the secretary of the section or district eligibility lists that include all pertinent information for each boy who participates in the inter-scholastic program. This information may be required to settle questions of eligibility that cannot be settled at the league level. Despite any changes in school or league personnel this information will always be on file.

League or Conference Regulations

As with the sections, leagues and conferences usually do not require adherence to regulations that differ from their state association's. Both leagues and sections may effect changes in the state regulations by requesting a vote of the schools in the state associa-

ATTENTION ATHLETES!

YOU ARE ELIGIBLE:



1. IF YOU ARE A HIGH SCHOOL STUDENT IN REGULAR ATTENDANCE IN GRADES IX, X, XI, OR XII,
2. BETWEEN YOUR 14th AND 19th BIRTHDAYS,
3. IF YOUR PARENTS AND THE SCHOOL DOCTOR APPROVE,
4. IF YOU ENROLLED DURING THE FIRST 15 DAYS OF THIS SEMESTER,
5. TWO WEEKS AFTER TRANSFERRING FROM ANOTHER SCHOOL,
6. FOR EIGHT CONSECUTIVE SEMESTERS BEGINNING WITH THE SEMESTER IN WHICH YOU ENTERED GRADE IX,
7. FOR ONLY FOUR SEASONS IN ANY ONE SPORT,
8. IF YOU HAVE UNDIVIDED LOYALTY TO YOUR HIGH SCHOOL TEAM, I. e., IF YOU PLAY ON NO OUTSIDE TEAM, DURING THE SEASON IN THAT SPORT,
9. IF YOU HAVE NOT VIOLATED THE ALL-STAR GAME RULE,
10. IF YOU HAVE NOT PLAYED OR PRACTICED WITH A COLLEGE TEAM,
11. IF YOU ARE AN AMATEUR, HAVING NEVER USED YOUR ATHLETIC KNOWLEDGE OR SKILL FOR GAIN, AND IF YOU HAVE NEVER COMPETED UNDER AN ASSUMED NAME,
12. IF YOU ARE FAMILIAR WITH THE RULES OF THE GAME AND THE STANDARDS OF SPORTSMANSHIP.

A majority of schools also require you to be insured by the New York State High School Athletic Protection Plan, Inc.

This is a brief summary of the Rules and Regulations in the official N.Y.S.P.H.S.A.A. HANDBOOK. These Rules are intended to protect you and to provide fair competition. Ask your Coach or your Principal for more information and for a copy of the latest ELIGIBILITY BULLETIN.

Fig. 46

tion, but they rarely expand upon the state regulations individually.

The eligibility lists mentioned in the previous section are imperative at the league level. Such lists should be sent to all the

members of the league, to the league secretary, and to the section or district secretary. This should insure that the information will be readily available in situations where past records are required. It is also a courteous gesture to supply all opponents with such a list, even though they are not members of the same league.

The following information should be included on the players' eligibility lists:

1. *Full name.* There may be boys who have common names, and their full names will eliminate any confusion.

2. *Date of birth.* This will indicate that the boy is within the legal age limitations.

3. *Date entered 9th grade or when eighth-semester rule began.* This will be determined by the state regulations which indicate when a boy may begin competition and how long he may compete.

4. *Years of competition.* If older boys who are in the junior high school are allowed to participate, this will indicate that they may use up their period of eligibility prior to graduation.

5. *Date entered this year.* This is necessary, for most states indicate when a boy must be entered in order to be eligible for competition during that semester.

6. *School last attended.* If it is necessary to check on the eligibility of a particular individual, information may be obtained from the school he previously attended.

The school administrator, director, and coaches are required to sign a statement on the eligibility list, indicating that they have checked the information and have found it to be true in all respects.

Either the director or the coaches will find it convenient to file eligibility lists from their opponents either according to sport or by school. This will greatly simplify the task of obtaining information from the lists. If the coaches wish to compile this information for their individual sports, a loose-leaf notebook proves most satisfactory.

School Eligibility Regulations

There is considerable difference of opinion about school eligibility regulations. The schools are bound to adhere to the regulations of their state association, but they are free to add eligibility

regulations of their own, and the most common additions deal with scholarship. The National Federation suggests that any boy participating in athletics should be passing a minimum of three full-credit subjects per week and per semester. In New York state, the only regulation is that the athlete be a bona fide student, which means he must be taking at least three subjects and physical education. There is no requirement that he must pass these subjects.

Local eligibility standards are left to the discretion of the individual schools. Many schools adhere to the minimum qualifications, but others have instituted programs varying in severity. Athletic participation is both a right and a privilege. Any student who qualifies, according to local standards, has the right to participate in athletics. If participation tends to detract from his scholarship, he may not deserve this privilege, since he cannot do both effectively. Of course, to eliminate a student from any activity the failure must be truly serious in nature, not a borderline case.

In most instances, however, such eligibility regulations are applied only to athletics. If a student is doing failing work and the cause can be traced to a lack of time, he is often prohibited from participating in athletics, but he is seldom forbidden to engage in a number of other comparable activities. An eligibility system is far more logical if it denies failing students the right to participate in any activity outside the normal academic program.

Athletics make a considerable contribution to the educational development of each boy who chooses to participate. If the objective of an eligibility system is to guarantee that one phase of the educational program does not suffer because of another, it should apply to all activities, not to athletics alone. Many other activities demand at least as much time as athletics.

Any eligibility system will be only as effective as the members of the faculty make it, no matter how well organized it may be. There are always a number of varying personalities on the faculty, and some individuals will not utilize the eligibility system as it was originally intended. The purpose of any eligibility system is to insure that students are not spending extra time in activities at the expense of their scholastic achievement. There are teachers who will utilize the system as a substitute for discipline or teaching ability.

facts, we have found that *students are prone to stretch the truth on occasion.*)

The first step in setting up an eligibility system should be the organization of an eligibility committee. This should include at least one member of the administrative staff, the athletic director, other directors if their programs are to be affected, a coach, three or four academic teachers, and possibly the president of the varsity club or athletic association. This group can consider the problems from a number of viewpoints and not be restricted to only one side of the picture. If there is no eligibility system and the program is to be developed, this group should be the *organizing force*. If such a system is functioning, this group should meet periodically to check on its effectiveness and discover any changes that might possibly be indicated.

Types of Eligibility Systems

There are numerous types of eligibility systems, some quite involved, others relatively simple. The simplest type is based on report-card grades. After each report-card period, students who have not met the minimum standards are declared ineligible. These standards will vary considerably: in one school failure in a single course will cause a student to be made ineligible; in another, it may require failure in two or three courses. The standards are determined by those responsible for the formulation of the system.

In a system based on report-card grades, the period of ineligibility is a variable factor. In some schools the student remains ineligible until the next marking period. In others, the student may become eligible if he shows improvement after a designated period. As an example, in one school the marking periods are divided into six-week units. A student declared ineligible may be reinstated by achieving a passing grade after three weeks. In this system, the athlete is penalized for his failing grades, but he can become eligible without waiting out the complete marking period.

Under another type of system, eligibility sheets are distributed to the members of the faculty at specific intervals—weekly, every two weeks, or monthly. All the students participating in athletics are listed on these sheets, and the teachers indicate any who are not working up to their potential. There are columns for “Course,”

"Grade" and "Comments." Again, the length of ineligibility will vary from school to school.

We have used another system for several years, and although it may require more work for those involved, we feel that the personal contact between the teachers and the students has many positive affects. Our system is based on a weekly eligibility card, which each athlete must present to the teachers of the courses in which he is enrolled.

The complete list of regulations is presented here.

ELIGIBILITY REGULATIONS

1. This system applies to all athletes, managers, and cheerleaders.
2. These students are to be judged on their achievement in relation to their ability. Each case shall be judged on an individual basis by the teachers.
3. Beginning the first Monday in October, each student who must meet the eligibility standards will have the teacher of each subject in which he is enrolled mark his eligibility card.
4. The teacher will mark either an S, for a student doing satisfactory work, or a U, for a student doing unsatisfactory work. This will appear in the upper half of the box. The teacher will initial the lower half.
5. Any student who receives two successive U's will be made ineligible the Monday following his second U. The student will be ineligible for that entire week.
6. A student may practice during his period of ineligibility but may not participate in a regularly scheduled game.
7. The teachers of students to whom these rules apply may retain pupils doing unsatisfactory work after school and keep them from practice sessions if they so desire. Teachers are encouraged to do so.

The teacher can tell the student if his work shows that he is not working up to his capabilities. This method gives the teacher an opportunity to discuss the individual problems that may exist before they make a student ineligible. A student who does not pay heed to this warning and continues to do below-par work deserves to be made ineligible. In several instances boys have been made ineligible for several weeks, and since they are unable to participate in the contests, the coaches have dropped them from their squads. An athlete who makes no effort to improve scholastically will usually reflect a similar attitude in athletics.

This system has definite advantages:

1. The students are judged on achievement based on their ability.

but the state associations make their own decisions. Most states adhere to the suggested minimum standards, but many are more strict in their athletic controls.

The state associations are the guiding powers of the high school athletic programs. They have the power to penalize schools that fail to adhere to the regulations as set forth in the associations' handbooks. Actually, such regulations have been formulated by the member schools, since they control the voting power and select representatives to the state associations. Any school that chooses to ignore such regulations will be ignoring the desires of their peer group.

Sections and leagues usually limit their regulations to those of the state associations. Ordinarily, they require each school to supply the secretaries of both groups, as well as the member schools, with eligibility lists of boys who participate in athletics. Such lists should include all information that has a bearing on the individual's eligibility to participate.

Individual schools may add scholastic eligibility standards in an attempt to maintain a high scholastic level for those participating in activities outside of the normal academic program. In many instances, scholastic eligibility regulations are limited to athletic activities, although there are a number of other activities that are equally demanding on the students' time. The fairest method would be to apply the same standards to all activities outside the academic program, to insure that no activities interfere with the students' academic achievements.

Eligibility standards vary. In some situations, eligibility requirements are based on a standard passing or failing grade for all students; in other cases the ability of the student is the determining factor, and the guidance department and a testing program indicate what the teachers may expect from the individual students.

To formulate or supervise an eligibility program, the school should have a committee composed of members from the various areas that have a relationship to the program.

There are various types of eligibility systems, including those determined by:

1. Report cards.

2. A list of participants distributed to the teachers, who will indicate any who are not working up to their potential.

3. Eligibility cards that must be signed by the teachers, approving the students participation in such activities.

Eligibility problems are frequently caused by athletes playing on outside teams after their high school season has begun. The director should be certain that each coach tells his team members the dangers of such illegal participation.

Problems often exist when students transfer from one school to another, because of incomplete information regarding the amount and type of their athletic participation. This information is extremely important, and each director should have a standard form by which he may inform other directors of this pertinent information or request data for his own files.

TRAINING RULES
AND DISCIPLINE

THE present-day coach is a far cry from the hard-nosed old character who was hired to coach but actually did very little teaching. Coaches are now trained educators whose backgrounds include studies in mental hygiene, child and adolescent psychology, and educational principles. As a result, the attitude toward training regulations and methods of discipline has undergone a considerable change.

The coach or athletic director in our present schools can no longer set down a long list of strict training rules and expect that the athletes will accept them without question. They can no longer indicate that these rules must be followed or else; the "or else" must be clarified. This, undoubtedly, is due to a more intelligent approach to training by both coaches and athletes. It is the responsibility of the athletic department to indicate why each training rule is important. If they can convince the athlete that each rule has a specific purpose, he will tend to adhere more strictly to such regulations.

It is frequently implied that our athletes are less strict in their adherence to such regulations than were their predecessors. Generally speaking, this is not true. Our athletes are younger and are not yet prone to some of the habits that detract from their athletic ability. In addition, there has been a great deal of publicity about training for athletics. Because of these factors, the modern athlete is more likely to follow training principles.

The Objectives of Training Rules

No matter what regulations are utilized, there should be certain objectives for which the staff must strive. The first step in setting up regulations is the formulation of the objectives in a group meeting of the staff. It is only fair that those who are to be most affected by such regulations should have a great deal to say about them. Each coach should have the right to express his opinion on these matters and indicate agreement or disagreement. These objectives should also be reviewed from time to time, for situations will change. The administrators of the school should also be included in such an arrangement, since they will often be required to answer questions on such matters in the community and to the board of education and ignorance about the way they were formulated can create unpleasant situations for both the administration and the athletic department.

Typical objectives for training regulations might include the following:

1. Each athlete must recognize his responsibility to himself and the group.
2. The athlete must realize that he will lose some of his individuality as the group strives for success.
3. The athlete must realize that success will come to him and his team only through sacrifice.
4. The athlete must be impressed with the value of training.

Organizing the Training Rules

To create and organize the specific set of training regulations that are to be presented to the athletes, three general methods may be used. The first is the authoritarian approach. The athletic director presents the training regulations, and each coach must follow them. The coaches must see that their teams adhere to the rules, whether or not they are in full agreement with them. In such cases, members of the staff may have a tendency to turn their backs when a regulation is being ignored. If the director's concepts deviate a great deal from those of his staff, considerable unrest may result; instead of working together, the staff may be pulling in opposite directions. Such a situation can result in dis-

aster for the athletic program, particularly if one or more of the coaches is rather outspoken, either before members of the community or before the athletes themselves.

A second and more desirable method is the same method used to determine the objectives. The entire staff can cooperate in formulating the rules that they believe are necessary for the particular situation. Members of the staff can often offer excellent suggestions that may inadvertently be omitted if one person sets up the code. The staff will also tend to enforce the regulations more readily if they have a part in their formulation. As in the determination of the objectives, the administration should be included in the final decision on the specific rules. When approached by an irate parent whose son may have been penalized for a violation of the training rules, it is much more satisfactory if the administrator can point out that the regulations were determined by all the members of the coaching staff rather than by one individual. This will make the code of training much more effective.

The third method, which is obviously the most liberal, is permitting the athletes themselves, through their varsity club or letterman's club, to organize a set of rules that the teams are to follow. A similar method is to have each team set up its own code. Such methods may cause unexpected problems. The athletes will often tend to be too strict and set up regulations that may be extremely difficult to enforce. Moreover, their list will tend to be extremely long as they attempt to cover every possible area, some of which are not really important.

After this method has become a custom, the athletes may make their code too lenient—and, if the method has been used for several years, it may be extremely difficult to change. In addition, cliques may develop, and the rules may have a tendency to favor one group over another.

High school athletes expect to be regulated. This is one of the integral phases of athletics, just as are the rules for each sport. Therefore, it should be the responsibility of the staff to present the training regulations to each team before the season begins, and to indicate that the athletes are expected to adhere strictly to them.

Standardization of Rules

The regulations for athletics should be the same for football, cross-country, basketball, track, and whatever other sports are offered. No sport should deviate in any way; what is expected of one athlete in training should be expected of all.

In many schools, these rules are left to the individual coach. This may not be a good practice. One coach may be somewhat more lenient than another, and this can create problems when the athletes discuss the differences in their regulations.

There should be no deviation of regulations from one athlete to another. There is no quicker way for a coach to tear down the morale of a team than to let one boy escape with a violation for which another boy is penalized. Whether the boy be an all-state selection or the lowest of the scrubs, the penalties should be the same.

Specific Regulations

What are the specific areas for which training rules are necessary? There should be some controls in the following areas:

1. *Smoking.* This has always been a problem to coaches. It is no more serious today than it was in the past, although it varies from locality to locality. In some schools, a majority of the athletes smoke; in others, smokers are a definite minority. The coach who declares that none of his team members smoke is either completely deceived or truly blessed.

Although most coaches are attempting to reduce or eliminate smoking among their athletes, many professional athletes are pictured in large advertisements indicating their preference for a specific cigarette. This presents a difficult problem, for adolescents are extremely impressionable. There has been a movement afoot to request the professional athletes to abstain from doing this. In New York State, the Athletic Directors' Association made this request in the form of a motion at one of their recent meetings, and one director pointed out that the professional athletes would stop such practices only when they were not paid for it. Undoubtedly this is true, since many professional athletes whose pictures appear in cigarette ads do not smoke.

The high school athlete is to the elementary student what the

professional athlete is to the high school athlete. If the athletes are allowed to walk the streets of the community smoking cigarettes, the coach is going to find this problem increasing rather than decreasing. No matter what his personal attitude, the least the coach can do is keep his athletes from smoking in public.

Attitudes regarding this problem among the coaching profession definitely vary. One coach may go out of his way to discover a violation of the no-smoking rule. Little tricks such as looking for nicotine stains, searching lockers, and the like seem somewhat immature for a grown man, but they have been used. On the other hand, the coach who avoids his athletes in the community so he will not see them smoke also appears rather foolish. Probably the worst situation is for a coach ignore the no-smoking rule; the athletes' opinions of such a coach will reach a low ebb.

Smoking is a problem, and a difficult one to control. If the athlete can be impressed that such a habit will reduce his effectiveness and, thus, affect the performance of the entire team, the situation may improve. Sometimes this is difficult to do.

2. *Drinking.* This problem may be on the increase, since it is within recent years that the cocktail habit has become more universal. The athlete who sees his parents have a sociable drink before dinner will consider this custom acceptable—especially when, as sometimes happens, he is invited to join them. In several states, the eligibility age for participating in athletics and the legal age for drinking overlap.

No matter what the family custom may be or the legal age for drinking may be, there is no place on the high school team for the athlete who drinks. There should be no compromise on this point. When the training regulations are presented to the athletes early in the season, this rule should be strongly emphasized. If a coach or director knows that such a situation does exist, he should do his utmost to discover the reason and determine what he can do about it. In some instances, a serious talk with the boy may create a change in his attitude and have a telling affect on his entire future. There will be other individuals who will ignore the warning, and the only method of handling them is to drop them from the team.

3. *Hours.* This may or may not be a pressing problem, depending on the type of community in which the school is located.

The athlete in an urban area may have more activities that will attract him *after reasonable hours*, than the athlete in a rural area. Any athlete whose parents take an interest in his health and his school work will *most certainly be home at a reasonable time on a night previous to a school day*, and this solves most of the coach's problems in this area. However, there are some athletes whose parents are not overly interested in this particular habit, and it may be necessary for the coach to stress the value of getting to bed at a reasonable hour.

The night before a game or meet, which in many cases occurs on a Saturday, there is no reason why an athlete cannot be expected to be at home at the same time he is during the week. This is one of the sacrifices that the athlete must make. Some coaches make phone calls to their athletes after the curfew to see that they are home, but there should be no necessity for this. Neither should a coach make it a point to drive or walk about the community to see whether he can discover any of his athletes.

Many activities are scheduled on Saturday nights, both in the school and in the community. The coach should realize there is very little reason for him to set up a curfew on such a night, for it is just as important for the athlete to relax as it is for him to get to bed early during the week. The coach will usually find that parents will automatically set a curfew, since few of them will allow their youngsters to remain out until all hours in the morning. In rare cases, it may be necessary for the coach to suggest a time limit if an extreme case is brought to his attention.

The coach must also realize that there are certain special cases of which he must be tolerant. Sometimes there will be an activity that requires an athlete to remain out slightly after the curfew. The coach should be reasonable in such situations and make allowances. When he is approached by an athlete who requests such a privilege, he can be sure that his curfew is effective; otherwise, the athlete would not have made such a request in the first place.

4. *Attendance at practice.* There are varying attitudes concerning this phase of the training regulations. The strict disciplinarian may not allow any boy who misses practice for any reason at all to start the next game. This may have its value, but can be rather unfair in some cases.

There are times when an athlete may have to miss practice for a very good reason. We must remember that we are dealing with adolescents. Being athletes is a pleasure to them, but they do have other responsibilities. There are many cases when boys are only able to perform certain duties or make certain appointments after school, and this right should be respected. The athlete should not be excused for any flimsy reason, but if he approaches the coach with a good reason for missing practice, it should be honored. The coach who does not make concessions may often run into parental problems, since he is actually, in many cases, telling the boy to disobey his parents' directions. Being unreasonable may hurt the coach in the long run through the loss of an excellent athlete. This does not happen very frequently however, for a boy who misses practice often does not deserve the right to play over boys who have been diligent in their attendance.

There are also coaches who take no action at all when an athlete misses practice. This is an extremely poor practice, and it encourages absenteeism to spread. Attendance should be taken at every practice, and if a boy does miss a practice without permission, the coach should call him in and discover the reason. His action should be determined by the reason the athlete indicates. Ignoring absences will destroy the morale of the team and do nothing to educate boys in the area of responsibility.

5. *Promptness.* Each boy should report to practice on time, unless there is an excellent reason for his being late. The coach who allows his team to report haphazardly to the practice field will soon find himself in difficulty. The coach should set a specific time for reporting, giving the boys time to dress and report to the practice area. The exact time will vary according to the activity and the location of the field or gym. A basketball team may dress in a locker room immediately adjacent to the gymnasium and may need no more than ten minutes; a football team takes much longer to get dressed and may have to run to a field that is some distance from the locker room. For this reason it is practically impossible for the staff to set a standard time for reporting to practice areas. Rather, each coach should designate the time his team should report and he should adhere strictly to his rule.

There will be times when an athlete may be delayed for a good reason, and the coach should be reasonable in such cases. Any

boy who is going to be late should report this to the coach before the practice session, if this is at all possible. If the athlete is detained by a teacher or any other member of the school staff, he should bring a written excuse from the individual who detained him, indicating the time he was released. Both the teachers and the athletes will become accustomed to such a system, and it will become an accepted rule.

Generally speaking, the fewer the regulations, the better. Too many rules become unwieldy and difficult to enforce. Peculiar situations may demand particular regulations that are not common to every school, but these should be rare indeed. No rule that is unnatural for the adolescent athlete, such as a prohibition of dating during the season, can be expected to be either effective or practical. (One director who placed this rule in his list of regulations was rather chagrined to discover that one of his athletes was married. This resulted in the regulation being dropped without further comment.)

Disciplinary Action

Once the regulations have been established, it is up to the staff to determine what disciplinary action should be taken if a rule is violated. There are various attitudes toward discipline. Members of the "old school" often feel that if a boy breaks one training regulation, he should be dropped from a team without hesitation. If the staff decides on this method, the director will find that very few boys are turned in for disregarding a regulation because the penalty is so severe.

A more realistic approach is for the coach or the athletic director to talk to the athlete who has disregarded one of the regulations. There are instances when a boy should be dropped from a squad without hesitation—if his actions are a direct flaunting of the regulations and his actions reflect on the entire team. There are other instances, however, where a boy's sense of values deviates slightly and he disregards one of the rules. In such a case, when the boy is called in for a private conference the director or coach should again explain the reason for the rules, make it clear that the boy isn't getting away with something, and stress that this is the final warning. If the violation occurs again, the boy should

be dropped from the team. Rather than involve only the director or the coach, some departments will hold a short staff meeting in order to indicate to the boy that all the coaches know of his breach of the rules. The staff can then decide what penalty will be invoked.

A final method that may be used in disciplining athletes is to leave the decision up to the coach, who may penalize the boy as he deems necessary. Some coaches will drop a boy from the squad; others may have him run laps or other such punishment; still others may ignore the whole thing. For this reason, each coach should have a guide to follow rather than being called upon to make the final decision himself. Some coaches lose their sense of values if their attitude toward winning becomes more important than their attitude toward educating the athletes.

Discipline should be standard for all teams. If it is not, the athletes will soon be aware of it, and it may make a definite difference in their choice of sport. The rules should also be standard for all athletes, not deviating with their importance to the team.

Every coach is reluctant to drop a boy from a team. Naturally, conditions that demand such action should not be ignored; an obvious complete disregard for training regulations should be dealt with severely. The coach must do what is best for the entire team, but he must not forget the effects on the individual. Situations vary widely and it sometimes takes a coach with the wisdom of Solomon to determine the correct reaction. In his haste to drop a player from a team for a minor infraction a coach may be jeopardizing the boy's entire future. Boys who are hastily dropped from athletic teams sometimes lose all enthusiasm for school and eventually become drop-outs, or they become associated with groups in the community who are not the best influence. In some cases, athletics are the only constructive activity in a boy's life, and without them his pastimes become less socially acceptable. If the coach will look back over the years, he may recall examples of how his actions have affected a boy's future. Some boys with whom he may have almost reached the point of no return suddenly snap out of it and develop into outstanding members of the team and the school. If in doubt, the coach should rarely drop a boy from a team. In cases where it is necessary, he should explain both to the boy and to the rest of the team why the action was taken.

The coach must demand and get the respect of the entire team, with no exceptions. The ability to obtain this respect rests solely with the coach himself. If all his actions are fair and based on sound educational procedures, he will earn respect.

No coach can accept any act of disrespect toward himself or his assistants. Ignoring one such act will destroy any respect that did exist and cause the morale of the team to collapse, leading to further incidents. The coach must remember he is dealing with adolescents whose minds function a great deal differently than those of adults. Any disrespectful act by one of his athletes must be met with immediate and drastic action that will indicate to the remainder of the squad that no such attitude will be accepted.

Coaches' Attitudes

Where do individual coaches fit into this picture of discipline and training regulations? The director will often find various ideas on his own staff, and it will be his job to strive for certain standardized attitudes.

Some members of the staff will go out of their way to discover violations; others will completely ignore obvious violations. Athletes tend to lose all respect for coaches who act in these manners.

The middle-of-the-road approach to this problem seems best—neither going out of the way to find violations, nor ignoring them. When breaches are discovered, penalize the offender by whatever method of discipline the staff has agreed on.

Special Problems

Some questions may arise about the procedure during the off-season. Should a boy playing football be free from training rules during all but the football season? Or should training regulations be in force the entire year? In general, the athletes who strictly adhere to the training regulations during the season will tend to follow this pattern in the off-season. If a boy is serious about athletics, it will not take much to convince him that his efficiency will be affected as much in the off-season as it is during the regular season if he does not continue to observe the regulations.

If a boy is dropped from a particular team, should he be

allowed to participate the following season on the same team? The director will often find this a delicate situation. The determining factor here should be the seriousness of the violation for which he was dropped. In many cases, a boy will make mistakes due to his immaturity, but as he grows older he will become more responsible. It might be unfair, in such a case, to eliminate him from further participation.

If a violation is a truly serious one, it may be advisable to eliminate an athlete from all further participation. The right to be a member of a team depends on good citizenship, for individual actions reflect on every member of a team. A truly serious breach may require permanent dismissal to protect the integrity of all the teams. Such instances however, should be few and far between.

Another question that demands a standardized regulation is the problem of a boy who drops out or is dismissed from a team and then reports for another. If this is permitted there will be problems, not only with the athletes but between staff members as well. No coach particularly cares to have a boy leave or be dismissed from his team, then turn up on another team during the same season. There may be times when a boy discovers he is not very enthusiastic about one sport and wishes to try another. To be fair to the coaches involved, a specific time limit within which a boy may make such a change should be included in the regulations. In some cases, it is advisable for a boy to transfer from one sport to another, but it is difficult to convince him of this; he has to find it out for himself. The limit will give him time to make this discovery.

If a boy is dropped from a team for disciplinary reasons, he should not be allowed to join another team during the same season. Neither should a boy be allowed to practice for another sport until the sport from which he was dropped is completed, for such a situation can create problems among staff members.

The following is a typical list of training regulations for high school athletes:

1. In order to maintain peak performance by each athlete, no member of any team should smoke.
2. There will be no drinking of alcoholic beverages by any team member.

3. We expect you to be home at a reasonable hour on week nights. *The night before a game, the curfew is 10 o'clock. Special permission to remain out after curfew must be obtained from the coach of the sport.*

4. In rare cases, you may find necessary to miss practice. You must request permission from the coach and not indicate your reason for being absent through another player.

5. Any boy who is late for practice must supply the coach with a note from the teacher who caused him to be late and indicate the time he was dismissed. Coaches will inform you of the starting time for each practice session.

6. We realize that some boys are unfamiliar with certain sports and may desire to drop out after trying the sport. They may do so without penalty if they drop out prior to the first game or meet.

7. Any boy who quits a team after the first game or meet or is dismissed for disciplinary reasons may not participate in any other sport during that sport season.

8. The decision as to whether any boy dismissed for disciplinary reasons may represent the school in any other sport or sports will rest with the coaching staff and the director.

SUMMARY

There should be a specific set of objectives for all training regulations. Both the regulations and the objectives should be arrived at through staff cooperation, not dictated by the athletic director. The administration of the school should be included in the formulation of such objectives and regulations.

All regulations should be standard for each team and for each individual. Specific regulations should cover smoking, drinking, hours, attendance at practice, and promptness. There should not be too many regulations; the fewer, the better.

Disciplinary action must be approached with a realistic outlook. The aftereffects of overly strict discipline may be far-reaching. Discipline, like training regulations, should be standard for all teams and individuals.

The coaches' attitudes will have a great effect both on the athletes adherence to the training regulations and on the methods of discipline. It is difficult to standardize attitudes, but cooperative action in the formulation of rules and regulations will give coaches more incentive to see that they are observed.

Special problems may be peculiar to certain schools or certain areas; the staff should determine their reaction to these problems in a staff meeting. When problems involve the entire athletic pro-

gram, each coach should be equally treated; unrest may result among the staff members if one or another sport seems to have special privileges.

The entire problem of training regulations and discipline is the responsibility of every one in the athletic department.

AWARD SYSTEMS

AWARDS have been, and probably always will be, an integral part of athletics. The presentation of an award acknowledges achievement in a special area of endeavor, and although this practice has been expanded into many other areas, there is little doubt that it had its beginning in the field of athletics. The first athletic award was probably the presentation of the laurel wreath by the ancient Greeks to their outstanding athletes. Since that time, it has been a universal practice to recognize athletic performance with some type of award.

There are dangers of which all those associated with athletic control must be wary. Participation should be the true value gained from athletics, not the awards that are presented. The award should indicate that the recipient has participated, but it should have little extrinsic value; the important thing is what it represents.

Objectives of Awards

The objective of all awards should be recognition of an achievement that has been accomplished through effort and sacrifice. All athletes are in competition, either against their opponents in an effort to defeat them, or against their own teammates to earn a starting position. One who receives an award is being recognized as superior in some area of athletics. We might say that athletics were well ahead of other areas of education when it came to recognizing the gifted.

Policies

There has been a trend in athletics to standardize awards as much as possible, both in type and requirements. The tendency to classify sports as major or minor is rapidly disappearing, and all are being placed on the same level. The recipient of a cross-country award deserves as much recognition as a member of a football team; the nature of the sports may vary but the achievements are comparable.

It is rather difficult to standardize the requirements for awards because of the diverse nature of the various sports. The most popular and simplest method of determining qualification for awards is on the basis of the amount of time the player participates. This is possible in sports as football, basketball, soccer, and baseball (except in the case of the pitchers). In sports like track, wrestling, cross-country, and swimming, awards can be based on the number of meets or matches in which a boy participates or the number of points he scores. The point method may be somewhat unfair, since a boy may participate in all the meets or matches and yet not gain enough points to earn an award, particularly in such sports as wrestling.

The athletic department must adhere to the standards on which they decide. In only rare instances should there be any deviation. There must be an elastic clause, however, that will allow a coach to make compensations for unusual situations. A senior who is well on his way to earning a varsity letter but is injured will never have the opportunity again. By having an elastic clause, the coach will be able to make such an award within the regulations.

Conversely, there are times when it would be unwise to present an award to an athlete, even if he has met the minimum qualifications. If his conduct or citizenship has been such that it might reflect adversely on all other recipients, the athletic department might well decide to deny him an award.

Dangers

The attitudes and opinions that exist in the community and particularly in the school have much to do with the determination of an appropriate award system for athletics. In certain schools

awards may be grossly underrated, while in others they may be overemphasized. There is of course, a desirable middle ground.

The greatest danger probably lies in overemphasis. Some schools become "award happy," and each department attempts to outdo the others in the presentation of awards. Awards should represent both participation and achievement, but in order to insure participation in their activities, some departments may almost guarantee some type of award for anyone who simply puts in an appearance. Students should take pride in any award they receive; if it is too easily gained, it is bound to have less value.

Both the state associations and the National Federation stress that awards should be inexpensive and even set limits on their monetary value. In some schools, this situation gets out of hand, owing to the competition for participants. Organizations in the community are often eager to present awards for school activities, but the various directors in a school must be wary of this practice. The control and distribution of all awards should be the responsibility of school personnel. Otherwise, unpleasant situations may arise, and poor individual choices or extremely expensive awards can reflect adversely on the school and cause hard feelings.

There are divergent opinions regarding the presentation of special awards to championship teams. The director is often opposed to this practice, and the coaches are strongly in favor of it. If it has been the custom in the school to present special awards to championship teams, it would be a difficult practice to eliminate. Even if the department feels that this practice is worthwhile, the awards should be inexpensive. No community group should make special awards to championship teams, for this would be unfair to other teams who work just as strenuously but may have stronger competition.

In one situation, a community group wanted to sponsor a banquet for championship teams in the school. We felt that this excellent undertaking should not be limited only to teams that had won championships, and after a discussion, the members of the group agreed. They decided to sponsor a similar banquet each year, regardless of team records, and this had an extremely positive effect on the athletes' morale.

There are also dangers in presenting awards to the "most valuable" and "most improved" athletes in various sports. Be-

a letter with a metal insert indicating the sport for which the award was made. For any other sport in which he receives a varsity award, he will receive the appropriate insert. For a second or third award in the same sport, he receives a bar insert. Captains are presented with star inserts, and managers receive manager emblems.

9. *Special Types of Awards.* Rather than using the insert award, some athletic departments will present another type of award after the athlete has been awarded his first varsity letter. Tie bars with the school insignia, lapel pins, or charms are awarded for the second, third, or fourth varsity award. These, too, can be purchased rather inexpensively from several sporting-good or award companies.

Unit Systems

In order to be able to present such awards as sweaters or jackets, the athletic department must have a standardized system for determining the qualifications. A system that has worked well in several schools is the unit system. Under the system, each award has a point value, and to qualify for a sweater or jacket, the athlete must accumulate a definite number of points. This required number would depend to some extent on the number of sports that are available.

If a school has a rather complete program of athletics in both junior high and high school, each level should be designated a specific number of credits. For example, each member of a junior high team who is the recipient of an award might receive half a unit; a member of a junior varsity squad or freshman team could be awarded one unit; and boys receiving a varsity award would be granted two units. Once a boy has earned a specified number of units—perhaps twelve in this case—he would be presented his award sweater or jacket.

The number of units required for such an award will be determined by the athletic department. The award should not be too easily attained, or it will lose some of its value.

Records

It is extremely important that accurate award records be maintained, particularly if the athletic department presents several

types of award. There are several methods of keeping such records.

A file of 3" x 5" cards will permit the athletic director or coach to check back quickly to discover what type of awards each boy has won previously. When each boy who participates in athletics has a card, it will be much simpler to compile award lists. It will also eliminate a large file with back records, which must be pored over for several hours in order to determine the necessary information. The coach or athletic director merely notes what type of award the boy has received under each sport. Once a boy has graduated, his card may be removed from the file.

In addition, the athletic director should keep a permanent file on the athletic awards that are presented. Each year, the award-winners can be listed on one or two sheets of paper, which are added to this permanent file at the conclusion of the school year.

Both these records will be convenient when the athletic director or coach is compiling publicity information for the season. He will be able to determine quickly the year's award-winners, how many years each boy has been a member of a team, and in what other sports he participates.

Presentation of Awards

Because the basic purpose of athletic awards is recognition, the presentation of awards should be an event in which the entire school has a share. Without this recognition, the athletic award will lose a great deal of its value.

At the end of each season, the athletic director should post the complete list of the recipients and their awards in a prominent location. A similar listing should appear in the local newspaper, when possible, and in the school paper.

Awards can be presented in various ways to provide the desired recognition. An award assembly is one method. The athletes are presented awards on the stage before the student body as soon as possible after the end of the season for the particular sport. At that time, the season is still fresh in the minds of the students and the athletes.

Another method is to present the awards at a banquet. An all-sports banquet is one method, but because these affairs are usually held in the spring, those attending may well have forgotten the

results of the football, soccer, or cross-country seasons. If possible, a banquet at the end of each sport season is more desirable. This method of recognition should not be limited only to championship teams; it should be an annual affair. Neither should such a banquet be limited to one sport if the school has more than one during that season; all the athletes who participated should be included.

Fall banquet—During the latter part of November or early December. Include football, cross-country, soccer, etc.

Winter banquet—During the early part of April. Include basketball, wrestling, swimming, gymnastics, etc.

Spring banquet—During late May or early June. Include baseball, track, tennis, etc.

The following is an example of standardized regulations for athletic awards:

ATHLETIC ASSOCIATION AWARDS

1. Varsity letters will be awarded as follows:
 - (a) Football—playing in one half of the total quarters of varsity games.
 - (b) Basketball—playing in one half of the total quarters of varsity games.
 - (c) Wrestling—wrestling in one half of the varsity matches, or earning ten team points.
 - (d) Baseball—playing in one half the total innings of varsity games (exception made in pitchers' case, where the decision is up to the coach).
 - (e) Track—earning ten points in varsity meets (league meets and sectional meet points count double).
 - (f) Tennis—playing in one half of the varsity matches.
 - (g) Cross-Country—participate in at least half of the varsity meets and finish at least fifth or better in two of these.
2. Junior varsity letters will be awarded on the same basis as varsity letters for participation in junior varsity games, matches, or meets, with the following exceptions:
 - (a) Track—earn at least two points in a varsity meet.
 - (b) Cross-Country—participate in at least half of the varsity meets.
3. Any special cases will be decided by the coach and the athletic director.
4. The coach and the athletic director reserve the right to deny a boy an award when his conduct may be considered detrimental to proper school citizenship.
5. The first varsity award will be an 8" chenille letter with the emblem of the sport in which it was earned. Thereafter, the award will be an emblem for the first award in any other sport and a service

bar for each award after the first in each sport. Certificates will be presented with each award.

6. The junior varsity awards will follow the same pattern as the varsity awards, but the letter will be a 6" chenille letter.
7. Managers will receive a 6" chenille letter with an emblem the first year. Varsity managers who have one year's experience will receive an 8" chenille letter with a manager's emblem. Service bars will be presented each year after that.
8. A manager who holds this position for four years as a high school student will be eligible for a jacket award. This award will be determined by the quality of his work. The final decision will rest with the coach and the athletic director.
9. Captains will receive star inserts to be placed on their letters.
10. A varsity jacket award will be made to those boys who earn nine units. A varsity award will count as one unit and a junior varsity award as one half unit. Manager awards will carry the same weight.
11. When a boy earns his first varsity letter, he may purchase a varsity sweater through the athletic association.
12. Any boy who is dropped from any team for disciplinary reasons will never be eligible for a jacket award.
13. Jackets will be awarded at a convenient time during the school year in which they are earned.
14. Senior certificate awards will be awarded to all seniors who, in the opinion of the coaches and the athletic director, have earned and deserve such an award.
15. Football and cross country awards will be presented at the annual fall sports banquet. All others will be presented at the annual award banquet held in the spring.

SUMMARY

Awards are an integral phase of athletics, but they are important for what they represent rather than for their monetary value. There is always a danger of overemphasis in this area. The objective of awards should be recognition of participation and achievement. The policies for athletic awards should be as uniform as possible, although there will be some variation due to the varying natures of the sports. There must be an elastic clause that will allow the coach to take into account unusual situations. Awards should be limited to those presented by the athletic department.

Available types of awards include sweaters, jackets, ribbons, medals, plaques, trophies, letters, numerals, certificates, metal inserts, tie pins, lapel pins, and charms. In determining qualification for larger awards, such as jackets or sweaters, a unit system

may be developed, with each award carrying a designated value. The number of units needed should not be achieved too easily.

The maintenance of award records is extremely important. These should be done on both a short-range and long-range basis, for the determination of larger awards and for publicity purposes.

The method of presenting awards will often determine their value. An award assembly or award banquet should be held at the end of each sport season, and awards for all the sports in that particular season should be made at that time.

MEDICAL AND INSURANCE QUESTIONS

DIAGNOSIS and treatment are never the responsibility of any member of the athletic department unless he has a medical degree. In these areas, staff members often leave themselves open for criticism—and possibly for legal action. It is often difficult to determine where first aid ceases and medical treatment begins. Staff members should be as conservative as possible, never assuming anything, thinking the worst, and bringing medical treatment to the injured as quickly as possible.

Medical Examinations

Both the National Federation and state associations require a medical examination of all boys who are to participate in athletics. The school physician may administer these examinations at the expense of the school, or individuals may have their family physicians perform the examination and supply a report to the school health office or director's office.

Physical examinations should be required before each sport season in which a boy participates. An examination at the beginning of the school year is no guarantee that defects will not develop during the year.

The physical examinations should be as complete as possible. The athlete will usually be participating in activities that are much more demanding than those participated in by nonathletes, and the regular school health examination will usually not be ex-

tensive enough. Many present physical examinations are merely token performances, and a great number of defects slip by unobserved. For the protection of the athletic department and its staff members the director should insist that each athlete be given as complete a physical examination as is feasible.

Within the past few years, several athletes have suffered severe injuries—even death—because of physical defects that were either missed by the examining physicians or not considered serious enough to be reported to the athletic department. When such a situation arises, it is usually the athletic program or the particular sport that is blamed. We have all read newspaper accounts of boys dropping dead on the football field or basketball court with heart attacks. In only rare cases are such conditions developed suddenly; there has usually been a history of physical defects in the athlete's past. In our own area, a football player suddenly dropped dead on the field. The boy had "walking pneumonia," which proved to be the cause of his death—but in the minds of many, football was at fault.

The cheerleading squad, which is under the direction of the girls' physical education department or girls' athletic association, must be required to have as complete a physical examination as do the athletes. In a number of cases, cheerleaders have suffered fatal attacks or lasting defects as a result of their participation in this activity without a physical examination. Cheerleaders often exert as much energy and go through as much physical strain as do most athletes. To eliminate unpleasant repercussions and occasionally heartbreaking situations, all cheerleaders should be certified as being physical capable of engaging in this demanding activity.

At the completion of the physical examinations, the athletic department should receive a list of the defects that have been detected among the athletes. It may be possible for a boy to participate in athletics despite a defect, but the coach should be informed of it. Too often, people feel that the report of any physical defect should be hidden in the files of the family physician or the health department. If a boy is allowed to participate and he has a defect that might interfere with his playing ability, or if there is a remote possibility of an unpleasant situation arising, the athletic department and the coaches should be prepared in

case of emergency. A boy with defective vision, one eye, epilepsy, or other such defects may be allowed to participate, but with adequate knowledge the coach can be prepared for situations that may evolve and can make adjustments to compensate for the defects.

We had one boy who had all the qualities of an outstanding back in football, but we were upset to discover that he could not catch a pitch-out going to his right. Another squad member informed us that the boy had only one eye. We switched him to guard, and he became one of the best we ever had. It is disturbing that this kind of information had to come from another athlete; it should have been reported after the physical examination. Undoubtedly, other coaches have experienced similar situations.

There should be a standard form for all such examinations, with the areas to be examined completely described. Such a form is shown in Figure 49. Since there are different opinions about what the limitations for participation should be, some guide should be supplied to the physician to suggest potential limitations. Figure 50 shows such a guide, as supplied by one state's athletic insurance program.

Fig. 49

N. Y. S. H. S. Athletic Protection Plan — Physical Examination Card for School Year EXAMINATION GIVEN AT BEGINNING OF EACH SPORT SEASON									
Name _____		School _____							
Date of Birth _____		Grade _____		Weight _____		Height _____			
IN THE HISTORY OF				Fractures:		Allergy:			
Heart Disease _____		Dislocations _____		Complicated _____		Anesthetics _____		_____	
Congenital _____		Knee Cartilage _____		Uncomplicated _____		Poison _____		_____	
Acquired _____		Other Ailments _____		Lung Disease _____		Drugs _____		_____	
Hernia _____		Operations _____		Kidney Disease _____		Venous Inj. _____		_____	
*PHYSICAL EXAMINATION (N—Normal) (P—Pathology)									
Summary of positive findings to be explained on reverse side.									
Eyes (O) _____	R _____	L _____	Blood pressure—systolic _____	diastolic _____	Hernia _____	Orthopedic _____	Extremities _____	Abnormalities _____	Orthopedic recommended _____
Classes _____	R _____	L _____	Normal heart tone _____	_____	_____	_____	_____	_____	_____
Can. hear _____	R _____	L _____	Rate after exercise _____	_____	_____	_____	_____	_____	_____
Ears hearing _____	R _____	L _____	Rate after 2 min. rest _____	_____	_____	_____	_____	_____	_____
Chronic discharge _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Lungs _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Indicate any known congenital defects _____									
DENTAL: List any dental abnormalities _____									
IF SUSPECTED PATHOLOGY EXISTS, FURTHER CONSULTATION AND WORK-UP REQUIRED									
The above examination shows satisfactory condition to engage in _____									
Name of Sport _____									
Date of Exam. _____									
Fall _____ Winter _____ Spring _____									
Signature of School Physician _____									
FORM PE 75M 12-56 THIS CARD TO BE RETAINED IN SCHOOL'S CUMULATIVE HEALTH RECORD FILE									

Injuries

No member of the staff should overstep his bounds and attempt to diagnose nor treat an injury. Athletes are bound to have injuries, and the coach must understand first aid and be ready to administer it—but besides knowing what to do, he should know equally well what not to do. Any coach who has had a course in first aid should be aware of the limitations.

When an injury does occur, the coach should always expect the worst. If he does, he will avoid many problems. Don't assume it is a sprain, assume it is a break. If there is one statement that indicates to what extent first aid should apply, it is: "Make the patient as comfortable as possible, and eliminate the possibility of any further injury."

The number-one rule is to obtain medical treatment for an injury as quickly as possible. If an injury occurs during a practice session, transportation for the injured player should be available. If the injury does not require immediate attention, but will require medical care, the athlete should either be taken to the physician immediately after practice or be informed that he should go as soon as possible. Many injuries that do not appear to be serious should be checked by a physician before the boy is allowed to participate in practices or games. An injury should be considered "minor" only when a physician says it is.

The medical profession would be the first to admit that diagnosis of an injury can often be difficult. If it is difficult for trained medical personnel to diagnose, no coach should consider himself capable of it. There have been many cases in which a coach has diagnosed an injury and treated the athlete for it, only to discover later that the injury was much more serious than he had assumed. Under such circumstances, a coach could very well be sued for negligence.

No coach is qualified to treat an injury, unless the physician indicates that there are certain actions he can perform to improve the condition. If, for example, the physician says that properly applied heat may speed recovery, the coach may be of assistance—but even then, he should see that the physician makes such recommendations in writing.

It is the responsibility of the director to see that medical

assistance is available at athletic contests. In small communities where there is only one physician, he may not be able to guarantee his attendance at all contests, but the director should know where he can be reached on short notice. Many schools that find it quite impossible to have a physician on hand will have the school nurse on duty. In some schools one individual is designated as a trainer. He may be a member of the faculty who has had considerable experience in this area or, in larger schools, a person hired for this sole purpose. Once again, however, such an individual is not of the medical profession and has no right to diagnose or treat injuries. His responsibilities are the same as those of the coach, never progressing beyond simple first aid.

The director should have a meeting of all coaches before their particular seasons and inform them of the procedures they should follow in case of injury. By all telephones that are near athletic facilities, he should post the telephone numbers of the local physicians, the ambulance, and the hospital. With standard procedures, carefully formulated with the assistance of the school doctor, there should be no problems when an injury occurs at an athletic event or practice.

Physicians are usually required to be in attendance only during certain athletic contests. It is common practice to have doctors available at football games, but many other activities that may have as much contact are often ignored. Common sense will indicate that football is not the only sport in which injuries are likely to occur. The director should review his program and determine if there are other activities at which a physician should be available.

Adhesive Strapping

Adhesive strapping is an area that has recently created problems. If the coach believes that strapping prevents injury, then it must be considered a preventive measure and may be applied by the coach or trainer. Strapping an injury, on the other hand, must come under the jurisdiction of the medical profession, since this is a method of treatment rather than prevention. An athlete who has had an injury that has been effectively treated by a physician may be strapped to eliminate the danger of a repetition of the injury.

The physician may indicate that the coach should strap the area of injury.

There is a divergence of opinion on the matter of strapping athletes. In many areas preventive strapping is an accepted practice, approved by medical personnel. In other areas, coaches who have been informed that they are not qualified to perform any type of strapping, and only a doctor can perform this function. The athletic director should determine the attitude of the state association in this regard, so coaches will be protected in cases where the legality of this action may come under question. The use of ankle wraps may eliminate some of this problem, for they will act as a preventive measure for boys who are not suffering an injury. A boy with an injury, however, should always be strapped by a physician.

First Aid Equipment

Each team should have its own first-aid kit with all the necessary materials. The coach may designate a student manager to check the completeness of the kit, but it is good practice to verify it himself. The director or the coach will find it advisable to supply the student manager with a list of materials that should be in the kit; he will then be able to make a quick check daily to verify that all the items have been included.

One item that is a "must" at any athletic activity is a stretcher. It is not good psychology to place this item in plain view; this seems to disturb many people. However, it should be readily available on a moment's notice.

Relations with the Medical Profession

The medical profession has done extensive research into the area of athletic injuries and has attempted to keep abreast of typical athletic injuries and their treatment. In some areas, the medical associations have held seminars dealing with this problem and have invited the participation of high school coaches as well as the local physicians. This has created a great deal of rapport between the medical and coaching professions.

The athletic director must be certain that the members of his staff follow the direction of the physician treating an injury to an athlete. The physician has been trained to diagnose and treat in-

discovered when a coach notices peculiarities that others have not detected in the athlete's normal daily life.

The athletic director should see that his staff cooperates with the school health personnel as much as possible. They can be of great assistance to the athletic department, since the two departments are closely allied in their responsibility for the physical aspects of the students' life.

Insurance Protection

Since there is danger of injury in most athletic activities, some type of insurance protection should be available to the boys who participate. Several methods have been utilized in the various states to insure that such protection will be available.

In several states, the insurance program is operated as a part of the state high school athletic association, with each school paying a set amount to the association for this protection for their athletes. In other states, the associations have incorporated non-profit companies to supply this service to their schools. These are controlled by the state associations but are, to a large degree, financially independent. In other states, the associations have selected specific insurance companies to administer such programs. Finally, there are states that allow several companies to supply athletic insurance protection programs.

There are several methods of payment on claims made for injuries sustained in athletics. The most common types are the indemnity schedule and the maximum-payment plan. With an indemnity schedule, a specific payment is indicated for each type of injury. This is similar to many of our health insurance programs. Doctor's fees, X-rays, and the like are taken into account, and the maximum payment is indicated on a specific schedule. In the maximum-payment plan there is no indemnity schedule, but there is a maximum-payment for all injuries. The bills are submitted, and these are paid up to a specific amount. This method usually supplies superior coverage, but the premiums for such policies are usually a great deal higher than for a policy that includes an indemnity schedule.

The payment of the premiums will vary from school to school, even in the same geographical area. Some schools consider this

protection a responsibility of the board of education, and the premiums are paid out of school funds. In other locales, the athletic association makes the payments from its funds. In still others, the premium is the responsibility of the athlete, who makes his payment through the athletic department.

No athlete should be allowed to participate in athletics without some type of insurance protection. Some school districts have made it a part of the local by-laws that no athlete may participate without insurance protection. This usually occurs, however, after they have experienced some unpleasant situation. Parents often object that they have a health-insurance policy that covers their family, but it is a good practice for the athletic department to have the parents contact their insurance companies to ascertain that such a policy will cover the boys while they are participating in athletics.

Naturally there will be variations in the type and number of reports that must be submitted to the insurance agent in the event of an injury. In our program, for example, we are required to submit a preliminary report to inform the athletic-protection plan that an injury has occurred and that a claim will be filed. The coach then completes the upper half of the claim form, which indicates all the pertinent information regarding the injury. The injured athlete takes this form to the doctor, who completes the lower half and returns it to the athletic director, who then submits it for payment. In our system, payment is made to the school through the director's office. The proper amounts are then distributed to those who have had a part in the treatment of the injury. The athletic director maintains a record of all claims on a form supplied by the protection plan, and he lists all the important information on this form. By utilizing this form, he can tell at a glance which cases are still under the care of a physician, which have been submitted for payment, and which have been completed.

Figure 52 shows the preliminary report form; Figure 53, the claim form; and Figure 54, the record of claims.

Some protection plans do not require a preliminary report. To make a claim, the director merely returns a claim form similar to that previously illustrated, along with any bills that have been accrued on account of the injury.

The director may find it advisable to post information for the

athletes regarding their insurance protection and the procedures they should follow in case of an injury. Figure 55 shows a poster that one protection plan supplies to each school to provide such information.

The most important factor in handling insurance responsibilities is promptness. It is a simple matter to forget to report an injury to the insurance company, then suddenly to have a claim returned from a physician when it is too late to submit a report. This can prove to be extremely embarrassing to the director or the coach. The director should never let claim forms pile up with the intention of submitting a large number at one time. Some plans have specific time limits within which claims must be submitted once treatment is completed. The director should also be certain that he makes the payment to the physicians or to the hospital as promptly as possible. Promptness in every area is of the utmost importance.

If the director has staff members who coach a number of sports, it is imperative that he supply them with a list of directions for handling accident reports. Once they understand the procedure, it will be a simple matter for them to complete the necessary reports and file the claim within the time limit. The following is a typical list of directions:

Fig. 52

PRELIMINARY REPORT CARD	
No. _____	N.Y. _____ 196 _____
LEAVE BLANK	
Pursuant to the requirements of the New York State High School Athletic Protection Plan, Inc., I hereby advise you that a student was injured on:	
DATE OF INJURY _____	DATE INSURED _____ LINE NO. _____
NAME _____	GRADE _____
SPORT OR ACTIVITY _____	COVERAGE _____
INTERSCHOLASTIC _____	INTRAMURAL _____ PHYS. ED. _____ NOON HOUR REC. _____
TYPE AND AREA OF INJURY _____	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> This card must be mailed within 20 days of the Accident. (Form A 4031 6-61) </div> <div style="float: right; text-align: right;"> _____ Principal or Coach _____ SCHOOL </div>	

INSURANCE REPORT PROCEDURES

Because of the increased number of students participating in physical education classes, intramurals, athletics, and other such activities, some standard method of procedure must be adopted for reporting injuries sustained in such activities. Please follow the instructions as listed below:

1. If a student is injured in an activity that is covered by our insurance program, see that he is taken to a physician or a dentist immediately if the injury requires treatment.
2. Make out a preliminary report card immediately, and send it to the high school athletic director. *Do not mail this card to the protection-plan office, because the director must maintain a record of such injuries to see that the claim is submitted within the proper time limit.*
3. Before the injured individual goes to the physician or dentist, complete the upper part of the claim form, if possible. Both the individual in charge of the activity and the injured party will be required to sign the form. If it is an emergency, you may complete the form at your leisure, but see that both signatures are included. This form must be then forwarded to the physician or dentist—either by the student, the school health department, the coach, or the teacher. The doctor will return this form to the director's office when the case is completed. It is most convenient if the doctor will give it to the student on his last visit. The student may then return this form to any of the above personnel who must see that it is returned to the director.
4. The director will submit the claim and will make payment to the physician, dentist, or hospital.
5. In cases of X-rays, hospital treatment, or other such treatment, the bills are usually forwarded to the director. If they are sent to other individuals, they should be sent to the director.
6. Our students are insured only during participation in physical education classes, noon hour recreation periods, recesses, athletics, or intramurals. Injuries sustained in other activities are not covered. If there is a question of coverage, you may contact the director, the school nurse, or the district clerk, who will inform you if this case is covered by our liability policy.

Your cooperation will be greatly appreciated in this program, for our enrollment has increased to such a degree that it is extremely difficult to handle this system on an informal basis.

Remember, we have a 20-day time limit in which to make our preliminary reports and 90 days to complete the claim, unless an extension is requested for treatment beyond this time limit.

The required forms may be obtained in the athletic director's office, the high school health office, the elementary school health office, the high school physical education office, and the elementary school physical education office.

SUMMARY

All boys participating in athletics should have a thorough physical examination before each sport season—not only at the start of the school year. Several disturbing situations have arisen in past years because of incomplete or careless examination. Cheerleaders as well as athletes should receive physical examinations. After the examinations are completed, the athletic department should be informed of any defect, no matter how slight, discovered in an athlete participating in the program. There should be a standard form available to indicate to the physician what factors the examination should include. The physician should also have a guide to indicate the maximum physical limitations allowable in athletic competition.

Injuries are bound to occur in athletics, but no member of the athletic staff should attempt to either diagnose or treat an injury. Coaches should obtain medical treatment for injured players as quickly as possible. A physician should be available at all athletic contests that involve physical contact. The school nurse may substitute when it is impossible to have a physician available.

Adhesive strapping has created some disagreement in the past few years. Strapping that is preventive in nature should be acceptable, but an injury should never be strapped by anyone but a physician.

A first-aid kit should be available for every team, and the contents should be checked daily. A check list of necessary materials should be given to the individuals responsible for this kit.

The director must see that his staff maintains good relations with members of the medical profession. A coach has no right to disagree with the judgment of the physician. The instructions of the physician must be followed to the letter; this is both ethically and legally necessary. A coach may note the first signs of illness during the physical exertions required in athletics. It is his responsibility to inform the proper individuals of his observations so quick action may be taken to determine if a serious condition exists.

Every athlete should be insured in case of an injury. There are several methods of insuring athletes; the school will usually use the system accepted by the state athletic association. Claim payments may be based on an indemnity schedule or on a maximum-

payment plan. Premiums may be paid by the school district, the athletic association, or the individual athletes. There are variations in the number and kinds of forms required for reporting injuries to the insurance agency. Information regarding the insurance program should be posted for the benefit of the athletes, so they will understand to what extent they are covered. Promptness should be the rule in all phases of handling an insurance program. There should be a written guide for all members of the staff to indicate the procedure they should follow in reporting athletic injuries.

LEGAL ASPECTS OF
ATHLETICS

LEGAL regulations are an area that most directors have sadly neglected—an area they should investigate much more completely. In athletics, legal action most frequently concerns the supervisors of the various activities, the school systems, and the state associations.

Many people today are extremely legal-conscious. They are constantly ready to claim damages for questionable injuries and so-called "mental anguish." Unscrupulous individuals have no qualms about making exorbitant claims. As a result, many directors are extremely hesitant about including certain activities in their program, since they may involve a degree of hazard. Although the supervisors or controlling group may be completely exonerated in any legal action, the unfavorable publicity and unpleasant inferences can be extremely disturbing.

Individual Liability

In the area of liability, it is difficult to set forth specific rules by which an individual may guide his actions, because of the varying interpretations that have been brought forth in liability cases. Understanding the terms used in legal actions is the first step in comprehending the over-all situation. *Liability* implies responsibility, and it is practically synonymous with supervision. Every teacher, coach, or director is constantly liable for the results of his actions while performing his duties. In his book on legal and

ethical responsibilities, Warren E. Gauerke defines the term *negligence*:

A teacher needs some understanding of what "negligence" means as far as his relationship with pupils is concerned. Strictly speaking—in the legal sense, that is—acts of a teacher become negligent by this standard: the ability of a prudent teacher, in the exercise of ordinary care, to foresee that harmful results will follow the commission of the act. In short, a teacher is bound by the law to exercise that care which a person of ordinary prudence would exercise under comparable circumstance.¹

This statement may be rather ambiguous, but in many instances this is the way the law functions. Individual interpretation will be the final deciding factor in a lawsuit that attempts to prove negligence. The law indicates that during supervision an individual must exercise the same care that would be exercised by a person of ordinary prudence. "Ordinary prudence," however, is difficult to define, for various individuals will exhibit varying degrees of prudence in the same situation. With whom is one to be compared? With a young, inexperienced coach who has not encountered a variety of circumstances that demand careful scrutiny, or with an experienced coach who has faced myriad difficulties? In the courts, there is always the uncertainty of individual interpretation. One comparison may prevail on one occasion, and a different one on another.

Despite the fact that coaches are attempting to educate students and improve their physical attributes, they are often the defendants in negligence cases. The basic purpose of the plaintiff's legal counsel is to prove that an injury was the result of a negligence act by the coach. It is rather difficult to prove negligence in many such cases, but the number of verdicts for the plaintiff makes it clear that it is far from impossible.

Participation in most athletic activities will create hazardous situations, for this is the nature of such activities. If a student does participate, it is assumed that he is familiar with the fact that hazards do exist. However, this does not guarantee the coach freedom from liability. An injury that is associated with the normal functioning of the activity rarely results in a lawsuit, but the associated factors—improper care after an injury, poor-quality pro-

¹ Warren E. Gauerke, *Legal and Ethical Responsibilities of School Personnel*, p. 260.

TECTIVE equipment, hazards that could have been eliminated, and the like—are probably the most frequent cause of negligence suits.

Legal Immunity

Although they are of the utmost importance, the state laws regarding such lawsuits are unfamiliar to many directors. The statutes vary from state to state. In some states, no governmental unit may be sued for negligence. In other states, governmental units are liable for negligence acts. In still others, governmental units are immune from lawsuits, but the school systems are not considered part of the governmental structure and are therefore open to suit. In some cases, school systems are immune from liability suits, but their employees are not; other school systems assume responsibility for the acts of an employee in the course of his duties. The director should investigate the statutes in effect in his own state and inform the members of his staff of the meaning of these laws.

Examples of Lawsuits

The following are examples of lawsuits that have been adjudicated in various states:

Mokovich v. Independent School District (Minnesota)

Facts. The charge is that defendant's officers and agents negligently used unslaked lime to mark the lines on the football field and thereby created a nuisance; that plaintiff, a player in the defendant's school, was thrown to the ground during the game, and his head and face forced into the lime so used, resulting in the lime getting into his eyes and destroying the eyesight of one eye, and seriously impairing the sight of the other eye.

Held. The district is not liable. The rule that a municipality is not liable in damages for negligence in performance of its governmental functions, unless such liability is imposed by statutes, has been followed and applied in this state since early days. The rule is especially applicable to public, quasi corporations, such as school districts, which are governmental agencies, with limited powers. They are arms of the state, and given corporate powers solely for the exercise of public function for educational purposes. The rule applies not to negligence alone, but to all torts, including nuisance.²

²Frank Lloyd, George Deaver, and Floyd Eastwood, *Safety in Athletics*, p. 157.

Mitchell v. Hartman (California)

Facts. Plaintiff's intestate was killed by the falling of the framework supporting a dummy in tackling practice.

Held. Neither the city nor the individual members of the board are liable for such injury due to installation or maintenance of the dummy, as the Board of Education and not the city has complete charge of the activity here and members of the Board of Education are public officers. Not liable.³

Ingerson v. Shattucks School (Minnesota)

Facts. Plaintiff, a spectator at a football game between teams of the Shattucks School and the State Teachers College at Mankato, Minn., was injured when two football players rolled out of bounds and against the plaintiff. The game was being played in the Shattucks School grounds. Plaintiff sued the Shattucks School. Plaintiff was standing about five feet from the sideline. A player making an end run was tackled, the two players rolling into plaintiff. There was a stand but the spectators were not required to stay in it. Plaintiff was a paying spectator.

Held. There was no negligence, no recovery. The fencing of fields off in this locality is more to keep the spectators back than to protect them against injury. Any injury by a player could not be foreseen and in law cannot be the cause for liability.⁴

In Georgia, in a case involving a claim against a high school football coach, it appeared that the plaintiff was a normal boy, sixteen years of age, who was injured during football practice. This boy had been injured previously in football practice. His case was dismissed on the ground that he voluntarily participated in football and naturally realized that one who engages in football may be injured.⁵

In California, for example, immunity does not apply to school districts, school districts are liable for injuries caused by the negligence of their employees. This was the basis for the famous *Welch v. Dunsmuir* suit of several years ago, wherein a boy was injured in an interschool scrimmage. He was allowed to be carried off the field by eight boys without supervision, though the coach suspected a neck injury.

The result, of course, was a lawsuit based on the fact that the boy became a permanent quadriplegic from damage to his spinal cord. The jury awarded the boy \$325,000, an amount reduced to \$207,000 by the Court. The school district appealed, but the reduced award was upheld.

In reviewing the case, Robert Hamilton said, "Under the law, one who engages in a dangerous sport assumes the risk of injury inherent in his participation. However, he is not bound to assume the risk that in case he is injured he will be cared for in a careless and negligent manner.

³ *Ibid.*, p. 158.

⁴ *Ibid.*, p. 164.

⁵ John Warren Giles, "Liability of Coaches and Athletic Instructors," *The Athletic Journal*, February 1962, p. 18

In Pennsylvania, on the other hand, governmental immunity for a school district holds. In the case of *Martini v. School District of Olyphant*, the suit revolved around a high school football player who had been sent into a game with defective head gear. The lower court judge who decided the case, described the situation in this fashion:

"There are many moments when a football game produces a commotion and violence which would make an Apache War dance seem like a Sunday School picnic in comparison. In one of these moments [the injured youth] lost his battered headgear and he was stepped upon, kicked and otherwise manhandled to the extent that his nose was broken and he was carried off the field as if dead."

Obviously, in California the Court's decision might well have been different, since the Pennsylvania Court held that football is an educational activity and therefore governmental. The district was not liable.⁶

Legal Aspects Affecting State Associations

The legality of the regulations enforced by state athletic associations has frequently been questioned. Since both sections and leagues usually adhere to the regulations of the state associations, any question of the legality of their exerting controls would be redirected to the state association. The premise on which most of these legal suits are based is that the state association is exerting controls over local schools, thus removing such power from the local board of education, which is elected by the public and should, therefore, reflect their desires.

The *National Federation Handbook* describes, in a general way, some situations that have arisen and the results:

Court action against a State Association has been initiated by plaintiffs who have objected to enforcement of some eligibility or contest rule. Several lower courts have ruled in favor of the plaintiff. Temporary injunctions or adverse lower court rulings have occurred in twelve states. In each case, the injunction has been dissolved after a hearing or the adverse decision has been reversed by a higher court. In Colorado, Indiana, Florida, North Dakota, Ohio, Oklahoma, Texas, and West Virginia, cases have been carried to the State Supreme Court. Each has resulted in a decision that a State High School Association, in common with any other reputable voluntary organization, has the right to enforce any reasonable regulations to which its members have subscribed as one of the conditions of membership.¹

⁶ "Some Legal Aspects of Athletics," *Physical Education Newsletter*, October 27, 1961, p. 4.

¹ *National Federation Handbook*, p. 40.

As a protection for their member state associations the National Federation has set up a mutual legal aid pact which will assist those state associations who may find themselves in such legal straits.

Court action in one state may set a precedent which would have an influence in all other states. Because of this interdependence, a type of legal insurance has been devised. The State Associations are, through the National Federation office, banded together to provide limited aid to any State High School Association which finds itself involved in a Supreme Court case which might be of a precedent-setting nature. The *Mutual Legal Aid Pact* permits each State Association to purchase sets of the briefs and related materials which are used in connection with defense against court action. From the amounts realized from the purchase of such material, a fund is maintained and reasonable amounts are allocated to aid in defraying legal expense in defending the right to enforce regulations. By action of the National Federation Council, money received from this fund is administered as part of the Federation general fund. Bookkeeping entries indicate how much of the general fund is available for legal aid at any given time. The amount of such aid for any Association is determined by the Federation Executive Committee after studying all of the available facts.⁷

Since legal precedents have a great bearing on court decisions, previous results are of the utmost importance. A case in Florida in the early 1940's resulted in a decision that the members of a voluntary organization by joining, agree to adhere to the group's regulations, and such regulations then become binding. In this particular situation the state association ruled against a member school in a controversy with another school. The school ruled against took legal action in a state court and, since this action was in opposition to the association regulations, the school was immediately suspended from the association and was unable to compete against other association schools. The penalized school then brought legal action against the state association, but it was unsuccessful, for its membership in the group required that it adhere to the group's regulations.

In the late 1950's, another legal suit contended that the Indiana High School Athletic Association had no right to declare certain players ineligible to participate. A lower court found in favor of the high school that had brought the action. However, the case was appealed to the state Supreme Court, which reversed the lower court's decision, indicating that the court had no right to restrain

⁷ National Federation Handbook, p. 40.

the state athletic association from applying its eligibility regulations.

The above cases were discussed rather extensively in the *Physical Education Newsletter* (published by Croft Educational Services), which also reported another interesting case: A high school in Ohio was suspended for influencing athletes from other schools to move into its district so they could participate on the school's athletic teams. After an investigation, the Ohio High School Athletic Association suspended the guilty school. This resulted in a legal battle that moved to the state's highest court, where an attempt was made to dissolve the state association. The basis of this suit was the premise mentioned earlier—that the state association infringed on the rights of the local boards of education by placing restrictions on high school athletics. The plaintiff's contention was that all such controls must be regulated by the representatives of the voters rather than by the state association. After a lengthy legal battle, the Ohio Supreme Court upheld the state association.

In the late 1950's, there was an unusual case in New York State over the question of eligibility. The legal counsel for a particular individual, who was not considered eligible to participate in high school athletics because of the eight-semester regulation, contended that the boy could participate. Although not questioning the state association's regulations, he pointed out that there was a contradiction between the state athletic association regulation and the Commissioner of Education's regulations, which indicated that the boy could not be denied participation. The courts found in favor of the eight-semester regulation, and action was taken by the Education Department to adjust the regulations so they would coincide.

The strength of the state athletic associations can only be maintained if they can legally enforce their regulations. The right of educational institutions to enforce their regulations is based on the rights vested in them under educational law. Since the state athletic associations' main objective is to insure proper educational values in athletics, its right to regulate athletics should be included in the education law. State associations have exhibited their integrity and their desire to regulate high school athletics through strict and fair practices. In order to indicate their confidence in these groups, state education departments should include the regu-

lations of the state athletic associations as part of the educational law.

SUMMARY

The director's understanding of legal regulations is often limited, even though the law may have extensive effects on the athletic program. The recent trend has been to place the blame for many accidents on individuals rather than on natural circumstances, and this attitude has resulted in a great number of liability suits.

To understand individual liability, one must first understand the terms that are used. *Liability* implies responsibility, and *negligence* indicates that an individual has not acted as a normally prudent person would under similar circumstances. Because law terms are often general in nature, it is difficult for a supervisor to determine what may be considered negligence, for the interpretation of "ordinary prudence" will vary from case to case.

Negligence is rather difficult to prove, but the plaintiff has often been successful in doing so, causing considerable expense to the school system or the individuals involved. Most athletic activities involve a degree of hazard, but many negligence cases are based on associated factors rather than on the natural hazards of the activity.

There is a considerable variation in the degree of legal immunity. School systems and individuals may be immune to suits in some states, while in others, they will be open to legal action. The director should familiarize his staff with the laws of their state.

The legality of state athletic associations has been questioned in several instances. Suits have been brought on the premise that such associations are illegally controlling high school athletics, when this responsibility should belong to the local boards of education. The National Federation has set up a Mutual Aid Pact that supplies state associations that find themselves in such legal snarls with briefs from previous such legal actions and financial aid for legal expenses. Legal precedents have considerable weight in such matters, and there are several examples where high state courts have upheld the legality of such associations. Athletic regulations should be made part of the state education law to assure that such legal action will be at a minimum.

ATHLETIC ORGANIZATIONS

MOST high schools have some type of student organization based on athletic participation. Such an organization provides athletes with a common interest, no matter in what phase of the program they may participate. An athletic organization of this type will bring together boys who have a common interest in athletics and give their members a feeling of belonging—a factor that is important in the life of an adolescent.

Types

In general, most athletic organizations will be classified as "Varsity Clubs" or "Lettermen's Clubs." Although the requirements for membership will vary, the usual procedure is to limit the membership to boys who have earned an award of some type in a sport. The size of the school will usually determine the qualifications. In smaller schools, a boy who wins a letter, either varsity or junior varsity, may be accepted for membership. In other schools, the boy may be required to earn a varsity letter. Larger schools may limit membership in such a group to boys who have earned more than one such award.

To supply some dignity to the attainment of membership, new members should not merely be informed that they are eligible for membership. A written invitation should be delivered to the boy who qualifies for membership, and he should indicate whether he plans to become an active member. The standard form letter below was modeled after a sample in the booklet, *Organization and Administration of the High School Varsity Club*, published by the Athletic Enterprises Company.

FORM LETTER FOR NEW MEMBERS

Dear Varsity Letter Winner:

This letter is to cordially invite you join the Varsity Club of Sherburne High School. We understand that you have qualified to join the Varsity Club by being awarded a Varsity letter. If you wish to become a member, please notify the Secretary-Treasurer no later than _____ No application will be accepted later than this date. Please understand that your application will have to be considered by the officers of this club.

The Varsity Club has always represented the highest endeavors in athletics and scholarship. It is a service organization working for the general welfare of the school, an organization of fellowship, and one that works toward inspiring younger boys to be good athletes.

We feel that it is an honor and privilege to be a Varsity Club Member.

Yours truly,

President

Purpose

No organization should be formed without a purpose. If the purpose is simply to indicate that the members have achieved a certain award, the organization is worthless, since the awards themselves have already provided this recognition. A Varsity Club must have definite objectives and goals for which its members strive.

The athletic organization should have as its main purpose the improvement of all phases of the athletic program and the maintenance of high standards. Such a group may also be utilized to increase participation in activities and to improve as many phases of the program as possible. Club members can explain the many facets of the program to boys who will soon be eligible to participate in athletics. They can present information on the types of activities offered, the award system, the eligibility system, discipline, and any other pertinent subjects. These activities will comprise both a selling program and an informational program. Those who are interested in participating will have a better understanding of the activities, and those who will not participate will be better informed about activities they may attend as spectators. The objective, of course, is to get as many boys as possible to participate, and information will often be more readily accepted from the participants rather than from the coaches.

In addition to introducing the program to new students, members of the group can be of assistance to the organization and to the athletic department in other ways. A committee on athletic awards can make a constant study of the types of awards and perhaps suggest improvements in this area. This committee can also be responsible for compiling data on the athletic awards at the end of each season. The coaches, of course, will select the award winners according to the award regulations, but the committee can compile lists of the boys who will receive each award so the director can see that the correct number and kinds of award will be available at the time of presentation.

Committees to assist the athletic department in the intramural program, eligibility system, equipment issue, or other important responsibilities can be organized through the Varsity Club. This will give members of the group a feeling that they are contributing something more than participation to the athletic program. Although the athletic department, through the director and the coaches, will make the final decisions in most areas, committees from the Varsity Club can offer suggestions in such areas as award requirements, eligibility standards, and training regulations.

The members of the group must be reminded that they have definite responsibilities. The purpose of the group is not to set up a clique of athletes who consider themselves superior to the rest of the boys in the school. There is always a danger that members of the group will develop a misconception of their importance in the school. They must be reminded that this is a service group, and their main purpose is to improve the athletic program in the school, not create negative attitudes among the nonathletes.

Method of Organization

If there is no such organization in the school and there is a desire for such a group, the athletic director and the coaches can stimulate the interest. The athletes may be gathered together and the objectives and purposes of such a group can be explained to them. In general, the high school athletes will be enthusiastic about organizing such a group and a committee may be appointed to take the preliminary action necessary. In most schools the first act will be gaining the approval of the student council for the

formulation of such an organization. Once the group has been officially sanctioned, a constitution should be drawn up for the approval of the group. This constitution will allow for the election of officers and a nominating committee can then submit such a slate for the vote of the group.

Supervisors

The supervisors of the Varsity Club should be selected by the members of the athletic department. This may or may not include the director, but in any case he should attend all the meetings. It is advisable to select more than one supervisor as there is the possibility that one supervisor may not always be available. Rather than cancelling a scheduled meeting, with two supervisors one will usually be available.

The supervisors must see that the meetings are run efficiently and according to accepted rules of order, but they must not control the meetings. The officers should direct the meetings, and the supervisor should be available to answer questions in areas in which the officers may not be well versed.

Constitution

Any such organization should have a well-prepared constitution. The handbook mentioned earlier, *Organization and Administration of the High School Varsity Club*, contains a wealth of valuable information on the organization and functioning of such a group, and it would be of considerable value to a director interested in organizing a Varsity Club or improving an already existing group.

Here is an example of a constitution for a high school Varsity Club:

Varsity Club Constitution

Preamble

- A. The name of this organization shall be the Sherburne High School Varsity Club.
- B. The main objective of this organization shall be to promote a high standard of athletics, to create fellowship among various athletes, recognizing service with membership throughout the organization, and to be of service to the high school.

Article I

- A. Officers—The officers of this organization shall be as follows:
President, Vice-President, and Secretary-Treasurer.
- B. Election of Officers—This must be held at the last spring meeting.
Each nominee must be in good standing with the club.
- C. No member shall hold the same office for two consecutive years.
- D. The faculty advisors shall be the athletic director and one of the school's varsity coaches.

Article II

- A. All bills must be signed by the Secretary-Treasurer and faculty advisor before payment is allowed for them.
- B. All contracts for debts must be signed by the faculty advisor before contraction.
- C. All money collected by money-making activities and/or membership fees must be given to the Secretary-Treasurer so he may deposit the same.

Article III

- A. The president shall preside at all meetings of the club, shall enforce the observance of the constitution and by-laws, and shall appoint all committees not otherwise provided for.
- B. In the absence of the President, the Vice-President shall perform the duties of the President.
- C. The Secretary-Treasurer shall keep an accurate record of meetings, shall receive all money belonging to the club, shall pay all bills upon authority of the faculty advisor, and shall keep a *permanent* record of the minutes and attendance of each meeting. At each regular meeting, he shall submit a complete financial report.

Article IV

- A. The regular meeting of this club shall be every other week unless otherwise decided. Dates will be decided at the first meeting. Special meetings may be called by the officers or committee chairmen.

Article V

- A. Active members shall consist of those who have won a varsity letter in any sport.
- B. Nonvarsity personnel shall not wear a varsity letter.
- C. A member may be expelled if he misses either three consecutive meetings or five meetings in *either semester*.

Bylaws

- A. Those who are eligible for the varsity club membership shall be presented with a form letter awarding them membership.
- B. Initiation of new members shall be left to the discretion of the officers.
- C. Anyone who is considered to be detrimental to the Varsity Club or his school (scholastic standing, character, or morals) may be expelled by a two-thirds vote of the members of the club.

Activities

The financial responsibilities and sources of income will determine the activities that can be sponsored by the Varsity Club. The areas for which a Varsity Club is responsible vary considerably. The group may be liable for payment of officials, awards, mileage, state and league dues, filming of games, and a multitude of other such areas. Some Varsity Clubs have no financial responsibilities, and these groups should have a very limited number of fund-raising activities.

The Varsity Club may sponsor a variety of activities for raising money. Such a list might include the following:

Selling items:

- Schedule pens or pencils

- Pennants

- Wearing apparel with school insignia

- Candy

- Magazine subscriptions

Sponsoring activities:

- Dances

- Contests between nonvarsity groups

- Donkey ball games

- Suppers

- Movies

Services:

- Car washes

- Scrap drives

There are any number of activities not listed that could also be valuable sources of income for such a group.

SUMMARY

Athletic organizations have become more prominent in our high schools during recent years. Membership in such groups is usually limited to athletes who have achieved certain qualifications, which vary from school to school but are usually determined by the earning of an athletic award or awards. Once eligible for membership, an athlete should be formally informed of his eligibility through a form letter.

The purpose of such an organization should be the improvement of the athletic program. Members of the Varsity Club may increase participation in athletics by informing groups who will soon be eligible of the various phases of the program. Committees may also be organized to assist the athletic department in several areas of their responsibility.

To organize such a group, the athletic department should first create the desire, have the group approved by the student council, set up a constitution, and select their officers. The advisors must realize that their presence is to supervise the meetings, not to control them.

The financial responsibilities of the group will determine their activities. The obligations of such groups vary considerably. If there is a need for an income, there are many activities that such a group may sponsor.

RELATIONS WITH SCHOOL ORGANIZATIONS

COOPERATION in a school must be reciprocal. The fundamental objective of every department must be the educational development of the students involved in their activities, and, any lack of cooperation between departments will detract from the attainment of this basic objective. This will not only affect department heads and their staff members, but it can also influence the attitudes of the students involved in the various activities. Interdepartmental cooperation has been discussed earlier in this book; this chapter will discuss relationships with student organizations and school organizations whose activities are closely allied with those of the athletic department.

Student Council

In most schools the student council has control over the various student organizations, recognizing their formation and regulating their activities. A main function of the student council is to schedule the activities of the student organizations within the school; a well-organized student council develops a yearly schedule of student activities, with the number and frequency kept within reason. Such activities have definite educational values, for the members of the various groups gain experience in organizing and directing the particular functions. Under capable leadership, the student council will set a limit to such activities so they do not become so time-consuming that they detract from the students' academic preparation.

If this group is to arrange their calendar effectively, they must know the dates for all athletic events as early as possible. Since the athletic department must depend on other schools for its scheduling, the director should try to have all such dates agreed upon during the previous school year. Immediately after the year's schedule has been verified by the athletic department, it should be made available to the student council so they can arrange the internal scheduling for the school. Since interschool competition must be arranged on dates convenient to both schools involved, this must come first.

Once the over-all calendar of events has been determined, both groups should respect the dates set aside for particular activities. If it is necessary to rearrange an activity, it should never be rescheduled to interfere with one that has been previously scheduled.

Many activities are customarily scheduled on particular dates, and all school groups should be familiar with them and avoid conflicting activities. If unforeseen circumstances do arise, the possibility of rearranging the affected activities should be amicably solved by those in charge. Athletic activities are often controlled by sections or districts, and it is impossible for the school to make any adjustments. This limitation should be respected by other school organizations and departments.

Music Department

The music department should also be informed of the athletic schedule at the earliest possible opportunity. Like the athletic department, the music department often sponsors activities that will require their groups to be away from the community and they must select dates that are convenient for other groups as well as their own.

The music department staff, will usually present both choral and instrumental programs during the year, and they must have the athletic schedule in order to select dates convenient for all those involved. It is extremely impractical to schedule conflicting activities, for this will reduce the attendance at both. Moreover, students often participate in several activities, and they should not be forced to choose among them. The supervisor of any activity

would be rather disturbed if one of his top performers were missing because of a conflict in scheduled activities. A basketball coach who has to play a game without his star center because of his participation in a band concert would be no more upset than a band director who has to play a concert without his first clarinetist because of his participation in a basketball game. If schedules are made available sufficiently in advance, there is no reason why these conflicts should arise.

The band will frequently supply intermission programs during the football season, and the athletic department should supply the music department with the schedule as early as possible so the director can prepare the programs he would like to present. If the school features some type of musical entertainment during the basketball season, either as a halftime presentation or in the form of a pep band, the music director should have the basketball dates well in advance of the season.

Cheerleaders

There are differing opinions on the place of girls' athletics in the high school program. Experts in the field of girls' activities often disagree about the extent to which girls should be allowed to participate. Some states do not allow interscholastic athletics for girls except on a very informal basis, preferring to emphasize the "play day" arrangement. Several states still allow girls to participate in an athletic program that is comparable to the boys' program.

Despite this variety of opinions, one activity that seems universally acceptable is cheerleading. This phase of the program is extremely important to the girls, and it should never be slighted by any member of the athletic department. The director should see that the supervisor of this activity is fully informed of the athletic schedule so she may make the necessary preparations, and he should insist on the fullest cooperation by the members of his staff toward this group.

There is always a problem of transporting the cheerleading squad to games played away from home. The procedure is usually determined by a practice of long standing, but directors in new

schools may have to determine this policy, and other directors may wish to change the existing procedure.

In some situations, the cheerleaders travel on the same bus as as players. Not only may this prove distracting to the team, but it may be frowned on by some parents, for it requires delaying the cheerleaders' return home after a contest, since the players usually require some length of time to shower and dress. Many schools send spectator buses and this practice provides a better situation as the solution; if the cheerleaders ride these buses, they will be able to return home immediately after the contest. Moreover, the spectators' buses will seldom leave as early as the players' bus, and this means that the cheerleaders will not have to spend a period of inactivity while a team is preparing for a contest. If there is no spectators' bus then some other arrangement for cheerleader transportation might be arranged to eliminate the periods when they might be unoccupied while waiting for the athletic team, both before and after the contest.

Other Organizations

Besides the groups already mentioned, there may be others that will be affected by the athletic program. Clubs or class groups that wish to schedule social or money-raising activities will naturally wish to avoid conflicts with scheduled activities. If they function through the student council, they should be familiar with the athletic schedules, and conflicting dates need not arise. Some groups may conduct money-making activities at athletic contests, and in order to make assignments to their members and indicate when deliveries of required items should be made, they must have copies of the schedule.

There may be times when clubs or school groups want to use athletic facilities. If this will not interfere with the activities of the athletic department, the director should see that the facilities are made available to them.

SUMMARY

The departments in the school must cooperate if they are to achieve their educational goals. Lack of cooperation will have

detrimental effects on the directors, the staff members, and the students involved.

The athletic department must indicate the exact dates of all their scheduled activities as early as possible. The student council, the music department, clubs, and class groups will desire to schedule activities, and they will be unable to do so until the athletic department indicates when their activities have been scheduled. Both the music department and athletic department must select dates that are convenient for other schools, and internal scheduling should be delayed until these interschool activities are agreed upon.

The director may be responsible for arranging the transportation of the cheerleaders. This may present several problems, but he should attempt to eliminate extended periods of inactivity by *this group before and after contests. The director should also do his utmost to cooperate with groups who may wish to utilize athletic facilities, if their activities will not interfere with the normal functioning of the athletic program.*

RELATIONS WITH COMMUNITY ORGANIZATIONS

IN most communities, the athletic director and his staff members will come in contact with several organizations. In their relationships with community groups, the members of the department can do much to strengthen public relations.

Community groups usually fall into one of three categories: civic or fraternal groups, school-interest groups, and athletic-interest groups. By informing these organizations of the basic objectives and scope of the school's athletic activities, the department may develop strong community support for the program. Although most community groups are extremely competent and interested in improving and maintaining high standards in the various school activities, situations can develop where groups may overstep their bounds and attempt to apply pressure in certain areas. The director must be extremely wary of such groups and endeavor to eliminate their effectiveness.

Civic and Fraternal Groups

These groups are usually most interested in the improvement of the over-all community and do not limit their scope of interest to the school. Civic and fraternal organizations often contribute a great deal of service to the community and may have pet projects that they support. Rarely do they enter into areas of dispute; they are more concerned with the positive approach of supplying services or facilities that are lacking in a community. This type of group might include Rotary, Kiwanis, Lions, Optimists, Elks, the

Masonic Lodge, Knights of Columbus, B'nai B'rith, Eagles, and many others.

It is wise for the athletic director to maintain good relations with these groups, for their members will frequently combat community criticism if they are familiar with the facts. From time to time, such groups will be interested in scheduling programs at which members of the athletic staff can present information on their activities. The director should cooperate to the fullest in making such individuals available, and he should be certain that they will present a program that will be well accepted by the organization. The director should make it known to these groups that he and the members of his staff will be only too glad to offer their services for these programs.

Department members can use speeches, demonstrations, and movies to indicate the scope of their activities, discuss their values, and point out how their objectives correlate with general educational objectives. This type of program can get such groups solidly behind the athletic program. Such organizations usually have influence in the community, and members who come away with the feeling that the athletic department is doing a good job will assist in strengthening the community's views of the department.

School-Interest Groups

These groups are composed of individuals who are interested in the entire school program, and as a part of that program, the athletic department will be of prime interest to them. Although there are various names for these groups, they are often called Parent-Teachers Associations, Parents' Clubs, or Community Councils on Education.

As interested parents and/or taxpayers, these people have a right to be informed about the over-all curriculum. They must be convinced of the fact that the objectives for which the athletic department is striving are worth the money expended and the time consumed. In many cases, each department of the school will be requested to present a program describing their activities and the values of its work. The director must be certain that his staff members who participate will present a complete picture. The programs can be similar to those presented to the civic groups, but

they must strongly emphasize the educational values of the athletic program.

Such groups should not attempt to exert pressures on the athletic department. Their main purpose should be to understand how the school is attempting, through its many areas of instruction, to achieve educational goals and provide opportunities for improved education, both specific and general. A group of this nature that attempts to influence administrative decisions regarding the internal functioning of the school is overstepping its bounds. This may be more likely to occur with boosters' clubs, but school-interest associations have been known to attempt to apply pressures as well. This problem should be handled by the administrators of the school and the board of education.

Athletic-Interest Groups

These groups are organized because of the members' interest in the athletic department and its program. An organization of this type can be a boon to the athletic department, but it can be an unpleasant pressure group that does untold harm to the program and creates disturbing situations for the staff members. The helpfulness of such groups will depend on the availability of competent and intelligent leadership.

These organizations may fall into one of two types—the parents' group and the community boosters' club. The first will usually receive its impetus from the athletic department staff, as they attempt to inform the parents of the athletes of the many facets involved in athletics. The programs that are arranged by the coaching staffs touch on rules, practice procedures, equipment, insurance, training regulations, and other pertinent areas. This will be discussed further in a later chapter.

These groups meet on a rather informal basis with the main purpose the dissemination of information. The staff members responsible for the sports being discussed should discuss the areas they believe to be most important and allow time for questions. However, if controversial areas are brought into the picture, the director should indicate that the program is informational and will not deteriorate into a gripe session. Parents are usually most interested in gaining concrete information, but there may be a

few individuals who wish to express dissatisfaction. This situation must be avoided at all costs.

A recent trend has been the formulation of boosters' clubs composed of members of the community who are interested in the local high school athletic program. Although such groups may contribute in some ways, the director is usually wise to discourage their formation. In certain communities this may not be easy, but if the director shows little enthusiasm, the driving force may be somewhat spent. If certain individuals insist on the formation of such a group, the director may attempt to divert their energies in other directions where their enthusiasm will be of assistance to the athletic department, and thus eliminate possible dangers.

On the positive side, through capable leadership, boosters' clubs have undoubtedly improved some programs. By supporting the department and avoiding criticism of the program, they can do much to put the community strongly behind the athletic department. Many boosters' clubs sponsor activities to raise money for the purchase of items that are not available through the regular budget. Certain costly items that are extremely desirable, but cannot be purchased through the athletic department's budget without dropping more necessary items, are often made available by these groups.

Boosters' clubs, however, can present a serious problem for the athletic department. Many that were originally formed to improve the athletic program grow into many-headed monsters that devote their time to criticizing the coaches and the program in general. If the members of such a group raise money for the purchase of items for the athletic program, they often feel that they should have some voice in the department's decisions. Parents who feel their boys are not playing enough, frustrated coaches, parents who wish to exploit the athletic abilities of their boys—any of these are likely to become influential members of such a group, and as members they feel that their opinions should be respected or even forced on the athletic staff.

The greatest danger of such booster organizations may be their overemphasis on winning. Many so-called boosters do not have the slightest concept of ethical coaching and respect only one thing—winning. If a coach does not provide a winning season every year, they may create pressures that can result in uncomfortable

situations for members of the staff. It is easy to blame the coach—he makes an excellent scapegoat. If such a situation arises, it is the director's responsibility to inform the school administration of it and indicate that some action should be taken by the school or the board of education to eliminate this interference in the internal functioning of the school.

A most disturbing situation involving such a pressure group arose in a school in our area several years ago. One football coach, who had been extremely successful in a school for over thirty years, suddenly ran into a few lean seasons. He had experienced poor years before, but he always made an excellent comeback, and he had an enviable coaching record. Moreover, he was a wonderful person and an excellent example for his athletes. A local boosters' club, which had recently been formed, suddenly forgot his previous records and his excellent character and began to express their negative opinions quite vociferously. In addition, the elected officers of the group were given the privilege of sitting on the bench during the games—much to the chagrin of the coach. The elderly coach decided that he did not wish to spend his last few years in conflict with this boosters' club and simply resigned his coaching position. This situation was quite disturbing to the other coaches in the area for they knew full well the capabilities of the coach involved. Although he had been considered satisfactory for more than thirty years, the same school had two new coaches in his position during the next four years.

If the director will measure the pros and cons, he will usually find the possible dangers of boosters' clubs greatly outweigh their positive contributions. A banker would not allow a lay group to make important decisions in the field of finance, nor would a police chief allow such a group to make decisions for him. Why, then, should a group in the community be allowed to exert any control over areas that are under the jurisdiction of specialists who are trained for these particular tasks?

SUMMARY

The athletic director and his staff will frequently come into contact with community organizations that can either help or hinder the athletic program. These groups usually fall into three

categories—civic or fraternal organizations, school-interest groups, and athletic-interest groups. In their contact with such groups, the athletic department staff must impress them with the educational objectives of the athletic program and describe how the local department is achieving these goals.

The support of local civic groups is important to the athletic department and can do much to spread such support throughout the entire community. The department should provide programs of a general nature for such organizations to show them how the local athletic program is serving the needs of the students.

School-interest groups are concerned with every phase of the school program, including athletics. Again, the athletic department should strive for good relations with these groups and present programs that indicate the educational values of athletic activities.

Athletic-interest groups are relatively new and can be either a valuable addition or an extremely disturbing one. The director may well have very limited enthusiasm for such a group. A parents' club might serve a useful purpose, for the athletic department can inform the athletes' parents of the goals and activities of the program. Boosters' groups may also be of assistance to the department, but they can cause a great many unpleasant situations. Without proper leadership, they can hinder and irritate the department. Untrained individuals have no right to be included in any part of decisions made in the athletic program.

PROFESSIONAL ORGANIZATIONS

IT is the responsibility of professionals to support their professional organizations. The majority of the professions have developed strong groups, largely due to the support of the individuals involved. The American Medical Association is an excellent example of a professional group that is able to exert strong pressures for the improvement and maintainance of high standards for their profession, and this is due mainly to the backing it receives from its numerous members throughout the country.

On the other hand, the members of the teaching profession, including teachers in the field of athletics, have not indicated, on a nationwide basis, their belief in such organizations. Many teachers' groups lack the ability to exert strong pressures because of a lack of support from the members of the profession who do not feel it worth the effort to become members of the professional association. Teachers frequently complain of conditions they believe should be corrected, but many will not become active members in their own professional groups, which might bring about needed changes with the strong support of every member in the profession.

The athletic director should impress the members of his staff with the necessity for joining and taking an active part in such organizations. In some cases, members of the athletic staff become wrapped up in their own field of specialization and tend to avoid participation in teachers' groups. They must be informed that they are teachers first and specialists second. Any improvement brought

about by teachers' organizations will improve the lot of all teachers, including the members of the athletic staff.

Teachers' Organizations

As members of the faculty, all teachers, no matter what their field of specialization, should be interested in the improvement of the entire profession. To achieve this goal will require the combined efforts of teachers working through their professional organizations. The National Education Association, the State Education Associations, and the local Teachers' Associations must be the basis for the improvement of education and teaching conditions. Since such groups are open to all teachers, it is the responsibility of teacher-coaches to become active members, to serve on committees, and to hold offices.

Although the school-interest groups are not really professional groups, they are a type of organization in which members of the staff should become active participants. By coming into contact with the parents of the athletes, staff members can do much to improve relations with them. Questions are frequently presented at these meetings that can only be answered by members of the athletic staff. A complete lack of participation by members of the staff will only tend to create the attitude that this group is not interested in the parent-teacher relationship, and this can do much to damage the public relations of the athletic department. Even when some staff members are busy during their particular sport season, there are always one or more who are not involved and would be able to attend such meetings. The director should suggest that those not involved in coaching during a particular season should attend these meetings if at all possible.

Athletic Professional Groups

The basic groups that encompass all phases of athletics are the Associations of Health, Physical Education, and Recreation. These groups function at the national, state, and local levels; usually, the local group is a subdivision of the state group. Many coaches are teachers of physical education, and such organizations will include all the areas of interest to them. Coaches who are members of the physical education staff should take an active part

in these groups, which concern their field of specialization as well as coaching. The director should indicate that it would be a definite advantage then to become members. He should also point out the advantages of membership to coaches who do not teach physical education but are specialists in other fields, assigned coaching duties in addition to their normal teaching loads.

In some states, much of the control of athletics is placed in the hands of these associations, and any coach who wishes to take an active part in the decisions affecting his particular sport must be a member of this association to do so. Membership in the Association of Health, Physical Education, and Recreation also carries with it the privilege of attending coaching clinics sponsored by this group and receiving publications that include material on all types of athletics.

Coaches' Associations for the various sports have also been organized at the national, state, and local levels. Some of them have a direct relationship with the Association of Health, Physical Education and Recreation, and others are independent. These groups also sponsor coaching clinics and provide valuable publications for their members.

In addition to groups that include all members of the profession, there may be a Directors' Association that limits its membership to directors of athletic programs. These are also organized on the three levels mentioned previously. The director of the department will find such groups of considerable value in dealing with the problems that are common to all directors.

Officials' Organizations

Although members of the staff may not be certified officials, they are usually invited to participate in rules-interpretation meetings that are sponsored by officials' organizations. This is a service provided by this group so each coach will be familiar with any rule changes and with the interpretation of the rules by the various officials' boards. Attendance at such meetings is imperative if a coach is to keep pace with the trends and modifications in his sport. Too often coaches who are ignorant of such information create unpleasant and embarrassing situations for themselves. The director should inform his coaches of any information he may receive

in this area, and he should indicate that they are expected to attend such meetings. These clinics are arranged for their benefit, and they should take part.

Attendance

Those involved in any group should attend every meeting possible and take an active part. Too often members of the staff will limit themselves to *criticism* of those who do attempt to do the job. If members of the profession would take an active part, many of these criticisms would be eliminated, since most difficulties are caused by lack of assistance in attempts to alleviate common problems.

The director should inform his staff that it is their professional responsibility to be active members, and he should do his best to make adjustments so his staff members may attend professional meetings. Through the school administration, the director should strive to provide the free time for attendance, and in his budget he should include finances for the expenses his staff members may incur while performing this important function.

Staff members should be encouraged to take an extremely active part in the proceedings. They should be willing to serve on committees, hold offices, and assist with the planning of programs. Such participation should be recognized by the director and made known to the school administration and the community. A staff that is active in its own professional group is usually a staff that will provide a better program for the school. Active participation can only result in self-improvement for the individuals involved.

SUMMARY

Members of the athletic staff should be encouraged to take an active part in the numerous professional organizations that involve the teaching profession as a whole, as well as those in their areas of specialization. Too many individuals are more prone to criticize than to assist in the solution of the problems experienced by such groups. As athletic specialists, coaches must remember that they are teachers first and should be active members in all teachers' groups. In addition, the director should ascertain that there is always a representative of the athletic department in attendance at

the school-interest group meetings. This will do much to maintain good public relations with the parents and other members of the community.

Associations of Health, Physical Education, and Recreation are usually the representative bodies for athletic specialists. Such groups may include Coaches' Associations as subdivisions. Both types of organizations usually sponsor coaching clinics and provide publications that contain valuable material in the field of athletics. The director should be a member of the Directors' Association, for this group deals with problems peculiar to his area of responsibility. Officials' organizations will usually sponsor rules-interpretation meetings as a service for the coaches, and the director should request his coaches to attend.

As a member of any group, the individual should take an active part in all meetings. The director should encourage his staff members to attend such professional meetings, for this can only result in an improved program. He should make arrangements to supply his staff members with the available time and expense money to make it possible for them to attend.

RELATIONS WITH
OTHER SCHOOLS

THE success of the interscholastic athletic program depends on the ability of schools to maintain friendly athletic relationships. Schools that can meet in friendly competition year after year provide one of the genuine selling points for interschool competition. Many persons in the field of education are opposed to competition between schools, feeling that overemphasis on this competition creates pressures on the participants that detract from their academic achievement. Unpleasant situations that arise during interschool competition add strength to these arguments.

A simple application of the "golden rule" is most appropriate to this area of school relations. Whether host or visitor, treat your opponents as you would like to have them treat you. Proper relations are the responsibility of everyone involved in athletic activities—including spectators, players, coaches, officials, cheerleaders, directors, and the administrators of the schools.

Courtesies for the Visiting Team

In too many instances we forget our manners when involved in interscholastic competition. If the director and his staff approach such contests with the same attitude they exhibit when they have guests in their own homes, they will be applying the courtesies that are due a visiting athletic team.

Before the visiting team arrives, the director should be certain that the locker room they will use is checked for comfort and sanitary conditions. It is quite disturbing for a visiting coach to take

the school-interest group meetings. This will do much to maintain good public relations with the parents and other members of the community.

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Before the visiting team arrives, the director should be certain that the locker room they will use is checked for comfort and sanitary conditions. It is quite disturbing for a visiting coach to take

his team into a locker room and find it messy or extremely warm or cold. This immediately creates a poor impression. The director may wish to note the locker room conditions himself, or he can designate this responsibility to another individual.

Several years ago, one of our teams was served by a host manager, and the impression has always remained with us. On leaving our bus, we were met by a local high school boy who had a note from the home coach, indicating that this boy would be at our service during our stay to procure any materials we required or to supply needed information. This is an ideal method of making a good first impression on the visiting coach and team members. A host manager can be an invaluable aid and save the visiting coach considerable time. If there is no possibility of assigning such a manager to the visiting team, the director should at least have someone available to greet the visitors, direct them to the locker room, and indicate where they may obtain any materials which they may need.

It is always a courteous act for the home coach to greet the visiting coach as soon after his arrival as possible. There may be information they wish to exchange or particular matters they wish to agree on before the start of the contest. Coaches whose teams have competed against one another for a period of years will usually drop into the athletic office before the contest. New coaches, however, may be uncertain about the accepted practices and should be personally invited to come to the office. How can we expect the athletes to develop friendly relations if the coaches appear to be distant?

In some situations, the host school will supply the visiting team with towels and soap after the contest. If this is possible, the director should see that these items are placed in the visiting team's locker room before the conclusion of the contest so they will be available immediately. This is an extremely courteous gesture on the part of the home team.

Anyone who has coached for several years knows that high school boys will frequently forget important items when packing for a contest away from home. The home coach or manager should tell the visitors to feel free to request any items they require. Such a courtesy will be greatly appreciated. In addition to equipment, there may be a need for first-aid materials that the visitors have

inadvertently forgotten or have run out of, and the hosts should offer to supply them.

Once the visiting team has left after the contest, the director should be certain that a student manager checks the visitors' locker room in case they have left behind any personal items or equipment. The manager should take such items to the supply room, and the director should be certain that they are returned to their rightful owners.

Finally, it is the responsibility of the home school to guarantee the safety of the visiting team's equipment and valuables during their stay. If possible, the visiting team's facilities should be locked by a student manager once they have left for the contest and be unlocked just previous to their return. Some schools supply the visiting coach with a key for these areas and allow him to lock such areas. If there is no practical method of locking these areas, then the home coach should make a safe place available for the storage of the visiting team's valuables.

Actions of the Visiting Team

The visiting team has certain responsibilities for their conduct while at another school. They must be impressed by the fact that they are guests of the host school and should act in such a manner. The coach should designate a student manager to check the locker room before their departure and see that this area is left in the condition in which it was found. The student managers should be the last ones to leave; they should pick up any refuse that has been left and check for items that may have been forgotten by the athletes.

In many locker rooms there are items that belong to the host school or students of that school. Each coach should inform his team that such items should be left untouched. If possible, the coach should remind his team of this as they enter the locker room. It is quite embarrassing for the director to receive a note from a host school reporting that certain items are missing. The director should make any such situation known to the coach of the activity and see that the items are returned.

The visiting team must respect the home team's facilities, and the coach should be certain that no acts of vandalism take place during his team's stay. If he makes a quick check of the locker

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The visiting team must respect the home team's facilities, and the coach should be certain that no acts of vandalism take place during his team's stay. If he makes a quick check of the locker

room and shower area immediately upon entering, he can ascertain the condition of these areas so his team is not blamed for conditions that existed prior to their visit.

If the visiting team is supplied towels, a student manager should see that they are all returned to the proper area. If any equipment is borrowed from the host school, the coach should be certain that it is returned. If this equipment becomes soiled during its use, the visiting coach should indicate that he will have it cleaned and returned as quickly as possible.

Visiting athletic teams should act as guests and treat the facilities as they would expect their opponents to treat their facilities were the situation reversed.

Social Activities

A number of schools have instituted social activities just after athletic contests so members of the competing teams can become acquainted outside of the actual competition. This is an excellent method of developing friendly relations between schools. So many times the athletes have only short periods of time to become acquainted in particular activities, and in some cases they never come into actual contact with the boys from the other schools except during the actual competition. Social activities will often result in the development of long-standing friendships, and they can do much to increase a friendly atmosphere when the two groups meet again in competition. Athletes sometimes develop friendships during such activities as track, wrestling, and swimming, where the competitors have free time as the activity proceeds, but in the team sports there is usually little time for such fraternizing, and the competitors may not get to know each other at all unless some social activity is arranged after the contest.

Many schools arrange for the visiting team to remain for a snack before starting their journey home. The members of the home team will usually mingle with the visitors, and the boys will discuss the contest or other areas of common interest. Other schools schedule dances after evening contests, and the members of the visiting team are invited to attend. Such activities are excellent educational experiences that develop the ability to associate with others.

Crowd Control

Each school is responsible for the conduct of its own spectators. In many instances it is not the students who are a problem as much as the adult supporters. If there is a problem with crowd control, the school administration can reach the student population through an assembly program that emphasizes the importance of good sportsmanship. When the problem is created largely by adults, it is more difficult to combat, since the school has no direct contact with this group. The only way to reach this group would be an article in the local newspaper.

A problem that has developed in some areas is frequent booing and chant cheers. One way to eliminate this is by having the cheerleaders indicate to the crowd that these actions are undesirable. If the situation becomes extremely serious, the coaches and players can do much to eliminate it by indicating their disapproval. Poor sportsmanship by players and coaches is strictly controlled by the rules, which are enforced by the officials, but it is extremely difficult for them to control the crowds. It is possible for the officials to penalize a team for the action of their crowd, but they are extremely hesitant to do so. This control must be the responsibility of each school.

In some areas, crowds have almost become uncontrollable. At one school, because of crowd problems after the contests, all activities were scheduled during the afternoon, and admittance limited to students of the two schools involved. Once the members of the communities affected realized that the school administrators were serious about their restrictions, the attitudes changed—and by the time these activities were returned to the usual evening hours, most of the problems had been eliminated.

Conflicts

Although they are at a minimum, there are situations where conflicts of one sort or another arise between competing schools, and frequent disagreements—either physical or verbal—occur at contests. There are a great number of reasons for the development of such disagreements. In some cases, the fault does not lie with the students or with the athletes, but rather with overexuberant adults. They may create problems at the contests, or their attitudes in the

community may create extreme pressures on the coaching staff and the athletes.

The recent college basketball scandals underline the importance of all members of the athletic staff being aware of the dangers involved in gambling on high school contests. This is one cause of pressures and conflicts between competing schools. Coaches and athletes may hear references to bets on particular contests, but they must avoid discussing the subject with members of the community. Whenever we have heard references to such wagering, we have always expressed the opinion that it is rather foolish to bet money on adolescent boys, who are unpredictable at best. Local pressures can be created when members of the community approach the athletes to tell them that they have enough faith in the local team to bet on them. This can have an extremely disturbing effect on a high school boy.

If conflicts do arise between schools, the directors should attempt to discover the causes and eliminate them. If the directors are unable to resolve the situation, the problem may be turned over to the administrators of the two schools, who will attempt a solution. If the situation can still not be corrected, the problem should be referred to the league officials, and both schools should agree to adhere to the decision of this group.

When none of these groups are able to eliminate the problems, the last resort can only be the severing of relations for athletic competition between the two schools. This should be the final step, taken only after all other methods have proved fruitless. If this action is necessary and the two schools are members of the same league, it can have serious affects on the structure of the league. League schedules and final standings will be badly confused, and the result may be a complete breakdown of the league.

If a particular school has frequent conflicts with other schools in the league, the league officials might well look into the matter to discover the basic causes. If they find that these conflicts are the fault of one school, they might well take positive action to censure this school. If this act does not eliminate the problems, the school may be placed on probation, and further recurrences will result in the expulsion of the school from the league. This should occur in only rare instances; the threat of being placed on probation is ordinarily enough to correct the situation.

SUMMARY

The interschool athletic program will soon collapse if competition is not maintained on a friendly basis. There are individuals in many school systems who are constantly looking for an excuse to criticize this program, and unsportsmanlike conduct or conflicts between schools will add strength to their arguments.

Visiting teams should be treated as guests and provided with as many courtesies as possible. The visiting team locker room must be checked for comfort and sanitation before the visitors arrive. If the host school can provide a manager for the visiting team, it will prove a considerable aid to their coach. It is the responsibility of the host team to guarantee the safety of the visitors' valuables, and arrangements should be made to insure that this responsibility is fulfilled.

The visiting team should act in a manner that will prevent any criticism while they are the guests of the host school. The locker room should be checked to see that it is left in an orderly manner.

In some instances, the competitors rarely get to know each other personally, owing to the nature of the contest. To improve this situation, some schools sponsor social activities after the contests so the participants can meet each other in a social atmosphere.

It is the responsibility of each school to maintain control of their crowd. It is sometimes difficult to do so, especially when the problem is caused by adults rather than students, but many unpleasant situations during contests can be eliminated by the combined efforts of the cheerleaders, players, and coaches. If the situation becomes extremely disturbing, activities may have to be scheduled immediately after school, with admittance limited to students.

Conflicts between schools do not arise too frequently, but when they do the directors should take steps to eliminate them. If their action is unsuccessful, administrators or league officials may have to take action. The final resort may be to sever athletic relationships, but this should be done only if there is no other possible solution to the problem. If one school seems to be constantly embroiled in conflicts with other schools of their league, league officials should make an investigation to discover the causes and to penalize the school if it is found to be at fault.

TRANSPORTATION

ONE of the major tasks performed by most directors is scheduling transportation for the athletic teams. Directors' problems will differ, for there is a considerable variation in the methods used for arranging such transportation. The degree of the directors' responsibilities will also vary, for many schools have transportation directors who determine the mode of transportation, routes to be followed, drivers, time of departure, expected time of return, and the like. In some situations, however, the athletic director will be responsible for all these arrangements.

Types of Transportation

In general, most schools will utilize buses for transportation to away contests, but some may find it more convenient to utilize railroads or, in the case of long trips, even air transportation. Since the last two modes of travel are infrequently used, there is no need to discuss them extensively. The only problems the director might experience concern the time of departure of these common carriers and transportation from the terminals to the areas of competition, and these are usually quite simply solved.

Most schools transport their athletes in buses. The director may have to arrange to hire buses from charter services, and he can usually do this by simply contacting the local bus line. If there is more than one bus company in the area, the director may ask them to submit bids for this service and contract with the lowest bidder for such transportation. If such is the case, the director must ascertain of course, that this choice will provide both safe

and comfortable transportation. In most states such companies are licensed by the state bureau of motor vehicles, and both their equipment and the competence of their drivers are tested. There will seldom be many problems in determining the company that should be awarded the bid, for the larger companies are able to supply this service at a relatively low cost.

The second type of bus service is supplied by school-owned vehicles. Many schools have one or more buses that are owned by the school district and used to transport students to school from outlying districts. They are also used for transportation to all student activities, including athletic contests. These buses are seldom as comfortable as the hired type, but their availability, inexpensiveness, and safety greatly offset this factor. A school that has several buses usually has a transportation director, and the athletic director will work through him to make arrangements for the various trips. If the school has a limited number of vehicles, the responsibility for transportation may be delegated to a member of the school administrative staff, and the athletic director will work with him as he would with a full-time transportation director.

Forms for the Transportation Director

In order to operate effectively, the athletic director should have standard forms available as he makes the necessary arrangements for transportation for athletic groups. The first form, shown in Figure 56 is used for special trips—those not on the regular schedule. The form in Figure 57 may be used for a complete team schedule. The special trip form should be made out in duplicate and sent to the transportation director, who will check the information and determine whether any changes are necessary. He will then make the required arrangements to see that the bus or buses will be available at the proper time and at the proper location. When the transportation director has completed the arrangements, he will return a copy of the form to the director; his signature will indicate that the listed information is satisfactory, and he will denote the number of the bus and the assigned driver.

Fig. 56

REQUEST FOR TRANSPORTATION

Date_____

[illegible]

Destination	Rate	Days	Notes
Alaska	\$1,200	7	
Arizona	\$800	5	
California	\$900	6	
Colorado	\$700	4	
Florida	\$600	3	
Hawaii	\$1,500	10	
Idaho	\$600	4	
Illinois	\$500	3	
Indiana	\$500	3	
Iowa	\$500	3	
Kansas	\$500	3	
Kentucky	\$500	3	
Louisiana	\$500	3	
Maine	\$500	3	
Maryland	\$500	3	
Massachusetts	\$500	3	
Michigan	\$500	3	
Minnesota	\$500	3	
Mississippi	\$500	3	
Missouri	\$500	3	
Montana	\$600	4	
Nebraska	\$500	3	
Nevada	\$700	4	
New Hampshire	\$500	3	
New Jersey	\$500	3	
New Mexico	\$600	4	
New York	\$500	3	
North Carolina	\$500	3	
North Dakota	\$600	4	
Oklahoma	\$500	3	
Oregon	\$700	4	
Pennsylvania	\$500	3	
Rhode Island	\$500	3	
South Carolina	\$500	3	
South Dakota	\$600	4	
Tennessee	\$500	3	
Texas	\$600	4	
Vermont	\$500	3	
Virginia	\$500	3	
Washington	\$700	4	
West Virginia	\$500	3	
Wisconsin	\$500	3	
Wyoming	\$600	4	

Time Activity Starts Ends

```
Distance
```

Number of Students and Supervisors _____

Location of Departure _____

Time of Departure

Time of Return _____

Names of Supervisors

Director of Activity

Transportation Director

[illegible]

Complete in duplicate—You will receive copy when approved

Bus #..... DRIVER

Fig. 57

SEASON TRANSPORTATION SCHEDULE

Schedule for	Pick-up location
(Activity)	
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
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87.
88.
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90.
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94.
95.
96.
97.
98.
99.
100.

Number on trips

<i>Dates</i>	<i>Trip to</i>	<i>Distance</i>	<i>Starting time of activity</i>	<i>Departure time</i>

Director of Activity _____

Transportation Director _____

Make out in duplicate—You will receive copy when approved

Most athletic activities will have a complete season schedule, and rather than fill out a special form for each trip, the athletic director should have a standard form on which he can list all away contests for the particular activity. This form should include the date of each activity (listed chronologically), destination, distance, starting time of the activity, and time of departure. This form should also be made out in duplicate, so the transportation director may retain one copy for his reference; the athletic director will receive a verified copy from him, indicating any required changes.

The use of such forms will greatly facilitate these tasks. Such a system leaves little room for error, since both directors have copies to verify the arrangements.

Duplicate Trips

Whether transportation is hired or provided by school-owned vehicles, the athletic director may investigate the possibility of scheduling two or more activities at the same time at the same location. This will reduce the number of trips required and may prove to be both a financial saving and a scheduling convenience. If the facilities are available, it is possible to schedule the following activities at the same time:

Football and cross-country.

Basketball, wrestling, and swimming.

Baseball and track.

Golf and tennis.

Other combinations may prove to be just as satisfactory, but these will serve as examples. Usually, the availability of facilities will determine the advisability of scheduling activities at the same time.

The director should not attempt to schedule noncompatible activities. Certain activities require a greater length of time to complete than others and, as a result, a large group may have to delay their return trip because a few athletes are participating in another activity. One unsatisfactory situation, for example, occurred when a track meet and a tennis match were scheduled at the same time. Because of the limited number of courts that were available, the tennis match took considerably longer to complete

than the track meet, and the members of the track team were held up for a long period of time. If there had been a sufficient number of courts, of course, the tennis match could have been completed in a much shorter period of time. Whether activities will be compatible will have to be determined by the athletic director, who will be familiar with the facilities available at his own school and those of his opponents.

A problem may develop when a limited number of dates are available for athletic competition and different groups require the use of a common area. A method of solving this problem is to schedule one activity at the home field or court while the other group, which uses the same area for competition, is scheduled for an away contest. Such a procedure will also eliminate the problem of a group being unable to practice because another group has a scheduled activity on the same area. The following are examples of such scheduling:

<i>Away</i>	<i>Home</i>
Varsity Football	Soccer J.V. or junior high football
Varsity Basketball	Wrestling Junior high basketball Gymnastics
Varsity Baseball	Varsity Track J.V. or junior high baseball

Other combinations are also possible, but these at least serve as a starting point.

Cooperation with the Transportation Director

The transportation director has considerable problems in his own scheduling, and the athletic director should attempt to supply him with the complete athletic schedule as early as possible. The transportation director may have to rearrange bus routes, schedule bus drivers, or perform a number of other tasks as he attempts to set up a satisfactory schedule. If he does not receive the athletic schedule until an extremely late date, it will force him to perform these duties in a short period of time and cause these tasks to pile up. In order to lighten the work load of the transportation di-

rector, the athletic director should send all transportation request forms as soon as possible.

For any number of reasons, athletic contests may have to be rescheduled. The athletic director should call the transportation director as soon as he learns of such changes. The transportation director may have readjusted bus routes to facilitate the athletic trip, and he can return to the normal routine if the contest is rescheduled. Similarly, certain activities may have to be postponed because of inclement weather. There should be some agreement with the opposing schools to set a definite time for information of this nature to further facilitate the work of the transportation director. It is extremely disturbing for him to have made certain adjustments and possibly have hired an extra driver for an athletic trip, only to discover when the bus reports that the contest has been rescheduled.

If a bus is hired to transport the athletic teams, the same cooperation should be forthcoming. Not only will a delay in informing the bus company of a cancellation create an inconvenience for the company, but they will usually make a charge if the bus reports for the trip.

During the trip itself, the coaches should inform the players that they must exhibit only exemplary conduct. Whether the vehicles are privately owned or school property, the entire group is responsible for their proper care. The coaches must be certain that the players leave the bus in proper condition. To guarantee this, the coach should delegate a student manager to check the condition of the bus at the conclusion of the trip, to verify its condition and pick up any personal items that may have been left behind. If there is any indication of vandalism, there should be a thorough investigation, and those responsible should be severely punished.

SUMMARY

Transportation problems will vary from school to school, and the athletic directors' responsibilities will depend on the methods used. Most schools use either hired or school-owned vehicles for the transportation of their athletic teams. In schools that have a number of vehicles, there is usually a transportation director who

will handle most of the details in this area, thus simplifying the athletic director's responsibilities. In order to facilitate the arrangement of transportation for the athletic teams, the athletic director should utilize standard forms when requesting such a service. He should have a form for individual trips that are not on the regular schedule, and another form for arranging transportation for complete season schedules.

It may be advisable to schedule more than one activity at the same location, since this will reduce scheduling problems and eliminate the need to make the same trip for another activity at a later date. Whether such scheduling is feasible depends on the availability of facilities for more than one activity. The director should be careful to avoid scheduling activities that are noncompatible. Certain activities cannot be scheduled at the same time without creating hardships for one of the groups. Another way to make the most of facilities is to schedule one group away from home and another at home if they both utilize the same facilities. This will further reduce scheduling problems.

The athletic director must cooperate with the transportation director by making the athletic schedules available as early as possible. Special trips, such as those for athletic events, may require adjustments by the transportation director, and any trips that are requested late may create serious problems for him. If a contest is rescheduled, the athletic director should make certain that the transportation director is informed immediately so he can readjust his schedule.

It is the responsibility of the coaches to see that the athletes do not create any disorder during a trip. They must realize that they will be held responsible for the proper conduct of their groups during such trips.

PUBLIC RELATIONS AND SPECIAL PROGRAMS

THE term "public relations" describes an extremely broad area, and the methods to be used will be determined largely by the intended objective. The basic purpose of public relations in the field of athletics is to sell the program and create an interest in the various activities. These two basic objectives are interchangeable: by creating interest, we may sell the program, and by selling the program we will create the interest.

The director must develop a selling program that will increase the interest and gain the support of the community, the students, the faculty, the administration, and the board of education. Some of the methods he uses to create good public relations will overlap in their influence; others will be aimed at one particular group.

The Community

The director must attempt to make the values of the athletic program obvious to the taxpayers and the parents. He should also strive to have these groups attend the activities so they can see for themselves the possible results of the program.

In order to create interest, the director should keep the various activities included prominent in the minds of the community by utilizing the mass media, such as the local newspapers, radio, and television. He should provide as much information as possible to these media. They will not always be able to utilize everything he gives them, but they will usually try to use what they can.

Prior to the opening of the seasons, the director should see

that these media receive a complete resume of pertinent information regarding each team. On the college level, the athletic directors usually provide such information through a commercially printed brochure of several pages, but the high school director may include the necessary information on one or two typewritten sheets. During the season he should be certain that game and match results are supplied to as many newspapers, radio station and television stations as possible. He may also see that interesting sidelight material is supplied to them from time to time. At the conclusion of the seasons, the director should supply a resume of team and individual performances. Through these various means the community will constantly be informed of the athletic activities in their school.

Athletic schedules should be posted in as many areas throughout the community as possible. The standard procedure is to distribute printed schedules on large sheets of cardboard to a number of locations where they will be posted in prominent places. Schedules should be colorful and have an eye-attracting motif. Some athletic departments include a picture of the varsity team on the schedules to attract additional interest.

In many communities, a large sign made out of plywood may be situated in a prominent location. The sign may be constructed with the cooperation of the industrial arts department of the school. It should be painted a bright color, possibly the school colors, and should indicate the complete schedule for the season.

The distribution of wallet-size schedule cards should keep the members of the community familiar with the activities scheduled. With these cards readily available, interested community members will rarely forget when an activity is scheduled. Cards may be placed in public places for ready distribution, or they can be spread throughout the community by members of the athletic squads and other interested students. The cost of schedule cards may be absorbed by the athletic department, or a local industry may pay for their printing and utilize the opposite side of the card for advertising.

It may be possible for the athletic director to arrange some type of display in a store window or other prominent area just prior to the season's opening. One such display with which we had a great deal of success was a collection of squad pictures dating

back to the early twenties. To complete the school's collection, members of the community loaned us other team pictures. The pictures were attached to a large cardboard and placed in a store window. It was quite interesting to observe the older members of the community searching back through these photographs for familiar faces. Many other types of display will also attract community interest. Uniform displays, equipment displays, and displays of various other items create an interest in those passing by.

Special programs are an excellent method of increasing community support. Through fraternal, civic, and parent groups, the department can reach almost every member of the community. By using movies, speeches by staff members, and displays of equipment, the members of the community can be made familiar with many problems and achievements of the department.

Parents' nights are a relatively recent innovation in the field of high school athletics. Members of the staff may inform the parents of the athletes on such areas as equipment, insurance, conditioning, training regulations, eligibility rules, discipline and any other appropriate subjects. Some departments sponsor a type of clinic that deals with the strategy, game rules, and the like, to familiarize the parents and other interested community members with these areas. Another type of clinic consists of having the coaching staff conduct an actual practice session, with the parents invited to observe the procedures that are utilized.

The Students

Several of the methods already mentioned will reach the student body, since they are members of the community as well as students of the school. The newspaper, radio, and television will have its effect, as will schedule posters, schedule cards, and displays. The athletic department may also find that interested students will attend programs put on by the staff members, but if there is considerable interest by the adults in the community it may be necessary to limit student attendance because of lack of space.

In addition to these methods, there are several other ways in which the athletic program may be sold to the students. The school newspaper will naturally devote some space to the athletic activi-

ties in the school, and the director should make certain that his staff members cooperate with those responsible for its production. The yearbook, which most high schools sponsor, will also provide an excellent opportunity for displaying group and individual pictures, as well as action shots during particular activities.

In one school we published our own athletic newspaper. This paper did not require a great deal of time to organize, and it was reproduced on a ditto machine. Varsity, junior varsity, junior high, and intramural activities were included in this one-page paper, which was distributed to the homerooms and posted on the bulletin boards. In this paper, we were able to include much more information regarding our activities than would normally appear in either the local newspaper or the school paper. The director may find it possible to delegate the responsibility for such an undertaking to members of the varsity club, and the task will supply them with a valuable educational experience.

The athletic bulletin board, which should attract a considerable amount of interest, should include information on all the activities that are functioning at that particular time of the year. The information posted on this board should be arranged neatly and tidily; it should not be a hodge-podge of notices hung carelessly, with little organization. Each area should be clearly designated, so a student approaching the board will know just where to gain the information he desires.

We try to have most of our notices typed, using a broad-nibbed pen for the headings, so the information listed can be clearly noted from a considerable distance. In one area we post information about our own athletic groups—schedules, notices to the teams, newspaper clippings, action pictures of our own teams and data on individual or team performances, such as league standings, scoring records, game statistics, and the like. In another area we include all our intramural information, with a listing of the schedules, tournaments, game results, standings, individual scoring, and any other information pertinent to this area. Finally, we have another area for pictures and cartoons. Some of the pictures are instructional in nature, clipped from our coaching magazines; others show popular athletic figures in action, and are obtained from sports magazines or newspapers. One of the most popular items on our bulletin board is a collection of car-

toons dealing solely with athletics and activities closely related to them. We feel if we can attract the students and faculty to our bulletin board by these cartoons, they will soon be reading over the notices and may become more interested in our activities. We have built up files of pictures and cartoons over a period of years and now have an extensive supply of such material. The students themselves often bring in interesting articles, pictures, or cartoons, and these are posted on the board, then added to our files.

Another method of indicating the values of the athletic program to the students is through various types of assembly programs. Games or matches may be played, or staff members may simply discuss the activities and have students demonstrate their skills. The award assembly serves to indicate the number of activities that are available and the number of boys who participate.

The pep meeting or rally is another excellent way to increase interest and to emphasize school spirit and the values that can be derived from being a member of the athletic group. The timing of pep meetings is extremely important. The ideal times for them are just before the opening of the season, just before a contest with an arch rival, or just before an extremely important contest that will determine the team's relative success during the season.

Finally, movies of the various activities provide an excellent means of developing student interest. At an assembly program, members of the staff may present movies of the previous or current season and give a short resume along with them. These movies can also be used in physical education classes, as a teaching medium as well as a method of creating interest. Junior high students are often extremely interested in this program, and it can do much to increase their desire to participate.

Athletic department movies are often stored away after the coaches and the players have reviewed them in an attempt to improve their performances. The athletic department is losing an excellent opportunity if they do not use them for public relations purposes.

The Faculty, Administration, and Board of Education

Many directors will find it necessary to convince the members of the faculty, the administration, and the board of education that

the athletic program is worth the time, effort, and money spent upon it. A new director may discover that the athletic program is simply tolerated rather than considered an integral function of the school. It is his responsibility to convince these groups that his program is as important as any in the curriculum.

All the methods of reaching the community and the students will have an effect on these groups as well. The faculty, administration, and board of education will be exposed to the projects that the director utilizes to improve the attitude in the community toward athletics, and they cannot avoid being affected by the department's public-relations program for the students. In addition, however, the three groups should receive complimentary passes for all athletic activities within the school. The recipient of such a pass will consider it a personal courtesy extended to him rather than a blanket policy. The athletic department should have such passes printed by the local printing shop or the graphic arts department of the school, and have the recipient's name either printed or written on the card. This procedure will usually encourage members of these groups to attend the activities.

A report on athletic activities will keep the administration and the board of education abreast of the athletic program. Such a report should attempt to impress these two groups with the variety of the activities, the number of contests in each, and the number of participants. It will particularly impress them if the director can indicate that the athletic department is offering a broad interscholastic program in which a large percentage of the students participate. In most instances, the administration and the board control the purse strings of the school, and if they are impressed by these reports, they will be more likely to look favorably on requests for desirable expenditures.

Fig. 5B

REPORT ON INTERSCHOLASTIC ATHLETICS

Submitted by:

Date:

<i>Activities</i>	<i>No. of contests</i>	<i>No. of participants</i>	<i>No. of coaches</i>
Varsity football	8	40	2
Junior varsity football	6	30	2
Junior high football	4	30	2
Cross-country	7	30	1
Varsity basketball	18	12	1
Junior varsity basketball	17	12	1
Junior high basketball:			
8th grade	10	14	1
7th grade	8	14	1
Varsity wrestling	14	27	1
Junior high wrestling	4	20	1
Varsity baseball	19	20	1
Junior varsity baseball	8	20	1
Junior high baseball	6	18	1
Varsity track	8	28	1
Junior high track	4	20	1

Total number of participants. 145

Total number of activities: 15

SUMMARY

Public relations covers an extremely broad area, and the methods employed are determined by the group toward which it is directed. The director is attempting both to sell the program and to create an interest in the numerous activities.

The following are some of the methods the director may utilize in his ventures into the field of public relations:

Community:

Newspapers.

Radio.

Television.

Schedules.

Schedule signs.

Schedule cards.

Displays.

Special programs.

Students:

- All the above.
- School newspaper.
- Athletic newspaper.
- Bulletin board.
- Assembly programs.
- Movies.

Faculty, Administration, and Board of Education:

- All the above.
- Complimentary passes.
- Athletic reports.

INTRAMURAL ATHLETICS

IN too many schools intramural athletics are relegated to a rather unimportant position in the over-all program. The intramural program should be on a par with interscholastic athletics, since the degree of participation is relatively high.

In smaller schools, a large percentage of the male students may be participating in interscholastic athletics, and intramurals may be considered unnecessary. Nevertheless, they are still important, for the athletic department must strive toward the goal of 100 per cent participation. In the larger school the intramural program is a must, since only a limited number of the boys will be participating in the interscholastic program.

The basic objective of an intramural program should be participation. The students must be sold on the program, and this demands a good publicity campaign. The program should not be a helter-skelter arrangement; it requires well-organized planning and the services of several members of the staff.

Organization

Careful and complete organization will determine the success or failure of the intramural program. In too many instances, those in charge of such activities may spend considerable time in organizing the practice schedules for the sports they coach, but once they are responsible for an intramural activity they will attempt to organize it on the spur of the moment, without any preparation. This kind of supervision can only result in a poorly organized program.

The time when the intramural program will be offered depends on school policy. It may function during an activity period,

immediately after school, on Saturdays, in the evenings, or even before school in the morning. It is ideal if the program can be scheduled during the normal school day, so every student will be able to participate at a time when the facilities will be readily available. When it is scheduled after school, many students will be unable to participate, and facilities may also be required for other activities. An evening program runs the danger of being criticized for keeping students out on school nights. Both Saturday and before school programs will often eliminate many participants.

In our own situation, we have an activity period during which a large number of activities are scheduled, including intramurals. Through careful planning, the individual departments are able to avoid conflicts by scheduling the various groups on different days. During the outdoor seasons, it is easy to arrange activities if there is sufficient outdoor area for several to function simultaneously. During the indoor period, more careful planning is required to make certain that the various groups will have an equal amount of time. Sometimes it is possible to utilize more than one of the previously mentioned time periods; this will make it possible to further expand the program.

Problems may arise when a limited number of facilities are available for similar activities. Conflicts between such sports as varsity and junior varsity basketball practice and intramural basketball are the most common. This problem has sometimes been solved by scheduling a number of intramural games on the afternoons preceding scheduled varsity and junior varsity games, when these teams usually do not practice. Similar arrangements can be made for other activities that lack facilities. The director will also find that varsity groups will not practice every afternoon. If a coach will indicate the pattern of his practice schedule, the intramural program may be scheduled between practice sessions. This problem is usually more pressing for indoor activities.

The budget for the intramural program should be completely supported by the board of education. Since intramurals are closely allied with the physical education program, much of the equipment necessary may be utilized by both programs. It may also be possible to use equipment that is also used in varsity and junior varsity sports. There should be no need for the school system to

purchase duplicate equipment in order to sponsor an effective intramural program.

The method of organizing the groups for intramural competition will vary with the local circumstances. In larger schools, it may be possible to have separate leagues for each class because of the large number of participants. In other cases, it may be advisable to combine some classes to form groups. The number of participants will determine the most advisable method.

The director must strive for equal competition at all times. There is no faster way to destroy an intramural program than to have one group dominate competition. If there are enough participants at the eleventh- and twelfth-grade level, it is possible to organize fairly equal teams. It is not advisable to form a league in which seniors will be competing against freshmen in team activities. At the high school level, the seniors or juniors will usually dominate such competition. If the director finds that it will only be possible to form a league that includes boys in grades nine through twelve, he should eliminate the class distinction and form teams combining members from the various levels. Selecting seniors as captains and allowing them to select the members of their teams from all four grades will serve to solve this problem. The intramural organization may follow one of these patterns:

Large School

- League A — 12th grade
- League B — 11th grade
- League C — 10th grade
- League D — 9th grade
- League E — 8th grade
- League F — 7th grade

Medium-Sized School

- League A — 11th and 12th grades
- League B — 9th and 10th grades
- League C — 8th grade
- League D — 7th grade

Small School

- League A — 9th thru 12th grades (mixed teams)
- League B — 7th and 8th grades (mixed teams)

Participation is usually higher at the junior high level, both because the junior high boy has fewer other activities in which to participate, and because membership on varsity and junior varsity squads will eliminate many boys in the high school program.

When forming the teams in our various leagues, we indicate that all boys who will be participating at any time during the year should sign up at the outset of the program. The participants are then selected to a team by the captains, who are appointed by the director because of their leadership qualities. When a boy participates in an activity, he will do so as a member of this team. When he enters an individual activity, the points he earns are credited to his team's score. Some boys will not desire to participate in all the activities, but when they do choose to do so they will be already assigned to a team. This is extremely important when it comes to compiling the over-all team championships. It also tends to increase participation, since the boys will wish to aid their team in the quest for the title.

In order to guarantee participation by all those who indicate an interest in the various activities, the members of each team are required to participate approximately an equal amount of time. This will eliminate the danger of some boys not participating, even though they are interested in doing so. Each captain knows this requirement and must follow this regulation or forfeit the contest. Here is an example of a regulation for games divided into quarters:

- Ten boys on a team — each boy plays two quarters
- Nine boys on a team — seven boys play two quarters
two boys play three quarters
- Eight boys on a team — four boys play two quarters
four boys play three quarters

Other contests should have similar regulations to insure almost equal participation.

Selling the Program

In order to increase participation, the director must sell his intramural program. The director and his staff must believe in the values of such a program, and the director may find, at times, that he must sell the program to his staff as well as to the student body.

The first step is providing a well-organized program. The boys will be impressed by an activity that is ready to function as soon as the preliminary arrangements, such as the determination of the teams, are completed. If they know exactly when and where they are scheduled to play, who will officiate, and other such pertinent information, they will tend to participate more than if such information is lacking. The equipment, scorekeepers, timers, officials, and other required personnel should be available and ready to function promptly. All delays must be avoided.

The director must see that the program is publicized, both in the school and in the community. One section of the athletic bulletin board should be set aside for intramural athletic information, neatly arranged and properly headed. This area should include notices, league schedules, tournaments, league standings, intramural scoring leaders, intramural records, and any other information that is likely to attract the interest of the students.

In many areas, the interscholastic program is widely covered in the local newspaper, but the intramural program is rarely mentioned. The director should attempt to include as much publicity on the intramural program as the newspaper will accept. Game and tournament results, standings, outstanding achievements, awards, members of the winning teams, and the like will mean a great deal to the students who participate and to the community's better understanding of the program. The school newspaper should also include such material; it may publish even more than the local newspaper, since the program functions within the school.

The school's public-address system also provides an excellent means of publicizing the intramural program; the director may use it to report game results, announce scheduled activities, and recognize the winners of various events.

A record board is another excellent way of publicizing the extent of the program to the students. By indicating the various activities and the team or individual winners, this board can help to develop interest in the over-all program. We use a brightly painted board and attach it to our bulletin board so it can hardly be ignored.

Activities

The number and types of activities offered will depend largely on the facilities that are available. The director will also find that there will be a natural interest in some activities, while others will not evoke any interest. This is usually the result of the popularity of the activities in the particular area. Any activity that does not attract a considerable number of participants might better be eliminated from the program so the time and the facilities can be better utilized for those that are more popular. The director may find that a particular activity will be received enthusiastically at one level, but not at another. For this reason, he may have different activities at the different levels. Familiarity with the activity is another factor in its popularity. Intramurals have often been referred to as the "laboratory" for the physical education program, and this is accurate to a degree, but all physical education activities are not feasible in the intramural program. Correlating the teaching of the physical education department and the intramural program will prepare the students for participation in unfamiliar activity. Taking this into account is one of the organizational responsibilities of the director.

Although it would be difficult to indicate exactly which activities will be appropriate because of differences in student interest and available facilities, the following may function effectively in an intramural program:

Football (tackle, tail, or touch)	Soccer
Field Hockey	Cross-Country
Basketball	Wrestling
Table Tennis (singles and doubles)	Foul Shooting
Badminton (singles and doubles)	Ice Hockey
Volleyball	Softball
Baseball	Track and Field
Tennis (singles and doubles)	Golf
Archery	Horseshoes
Bowling	Fencing
Gymnastics	Indoor Track
Rifle	Swimming
Lacrosse	

This does not imply that all these activities would be successful in all schools, and a number of other activities can be included if the facilities are available.

The director should be prepared for all the activities he hopes to include, although a program will often be affected by weather conditions. For example, we have had our ice hockey teams and schedules fully organized, only to be thwarted by the weather.

The nature of the activity will usually determine the type of schedule that will be appropriate. In team games, such as football, basketball, and baseball, a round-robin schedule can be used. The number of rounds will be determined by the time available, the facilities, and the number of teams. In some situations a single or double elimination tournament can be used for these team games if there is only a short time in which to complete the schedule. In the high school program, it is often impossible to use a round-robin schedule for both soccer and field hockey; they may have to be organized on an elimination basis to be certain that they are completed before weather forces their conclusion.

The various types of elimination tournaments described in the chapter on scheduling are as applicable to intramural athletics as they are to interscholastic. Another type of tournament, which is used almost solely at the intramural level, is the ladder tournament. This type of tournament is continuous; entries are not eliminated, but rather dropped lower on the ladder if they are defeated. The contestants are listed on separate cards and placed in a ladder arrangement. Any contestant may challenge the one above him. If the lower entry wins, the two will merely exchange positions. The loser may not challenge the entry above until he defeats the entry below. In this manner, a contestant can move up the ladder until he reaches the top. If the entry at the top of the ladder loses, he either drops back into the second spot, or drops all the way to the bottom of the ladder, and all other entries move up one position. Here is an example of how this tournament works:

- A defeats B — B must defeat C before he can challenge A again.
- C defeats B — C moves into B's spot, and B must defeat D before he can challenge C again.
- D defeats E — Same position, but E must defeat F before he can challenge D again.

B defeats A — One of two methods: A drops into B's position and must defeat C before he can challenge B again, or A is dropped into F's spot and all other entries move up one spot.

This type of tournament is better adapted to individual sports such as table tennis, badminton, archery, horseshoes, and the like. Such a tournament will provide for longer competition than any of the elimination tournaments; it can be extended as long as the supervisor wishes. There are various methods of determining the final winner:

1. The entry who is at the top on a specific date, which has been designated as the end of the tournament, is declared the winner.

2. Maintain a weekly record indicating which entry was in the top spot at the end of each week; the entry who has held this spot most frequently is declared the winner.

3. Maintain a daily record; the entry who held the top spot most frequently or for the longest period of time is designated the winner.

Role of the Athlete

Members of the athletic teams will often determine the success of the intramural program, either as participants or assistants. If at all possible, the athletes should not be allowed to participate in those intramural activities in which they are members of an interscholastic team. They will have an unfair advantage when competing against boys who have not had the extensive coaching to which they have been exposed. It is usually satisfactory to allow the athlete to participate in intramural activities in which he is not an interscholastic participant.

In smaller schools, it may be necessary for the athletes to participate if the program is to function. If this is the case, they should be encouraged to participate, but the director must insure equal competition and see that the participating athletes are divided equally among the various competing groups. If there are a number of athletes on one team, the program will soon collapse because of the unequal competition which will result.

If the school is of a size where such a program may function effectively without the members of the athletic teams participating, these boys can be of great assistance in improving the intramural program. Because of their familiarity with the particular activities, they will make excellent officials, timekeepers, scorekeepers, and the like. In some programs, the senior athletes are responsible for the coaching of the intramural teams. The athletes usually consider this an honor and handle their duties enthusiastically and efficiently. This also has a positive affect on the participants, particularly at the junior high school level, where the athletes on the varsity teams are held in high esteem.

Finally, members of the Varsity Club may be appointed to a committee on intramural athletics. Their responsibilities will include most of those usually handled by the director or supervisor of the activity. This is an excellent educational experience, and it will acquaint these boys with organizational responsibilities. At the same time, it will lighten the load of the director.

Award Systems and Awards

Winners in team and individual activities can usually be determined quite simply by utilizing either the standard percentage basis or elimination tournaments. We attempt to maintain a team standing in our individual tournaments for we find it increases participation. In general, we use the scoring system utilized in the typical wrestling tournament, which was explained in an earlier chapter. The following points are awarded to each team member as he progresses through the tournament:

- 1 point for entering
- 1 point for advancing (except by a bye)
- 2 points for fourth place
- 4 points for third place
- 7 points for second place
- 10 points for first place

When the tournament is completed, we compile the number of points gained by each team and determine the final team standing.

Our awards fall into three categories—the team awards, the individual awards, and the over-all champion awards. The team awards are presented to the members of the winning teams in

team sports and take the form of inexpensive ribbons. For individual activities, such as table tennis, badminton, archery, golf, and the like, we present small trophies, which may be purchased very inexpensively in large numbers and engraved with gold foil, which is supplied as a part of the kit.

In addition to team and individual awards, we present an over-all championship award at the end of the school year to the team that accumulates the greatest number of team points during the various activities. This award is a small plaque, which may also be purchased rather inexpensively and can be engraved by the director or an assistant.

To determine the over-all champion for the year, we utilize the standard team points as in track meets—five points for first place, three for second, and one for third. We keep a running score on our intramural board, so the participants know the team standings at any time during the year. We have had some discussion about whether each activity should have equal weight when team points are awarded. Some feel that certain activities, which may have more participants and longer schedules, should have a greater weight than some individual activities. We believe, however, that each activity is important to the intramural program, and thus give an equal number of points for all activities. We also feel that this will increase the interest and participation in the individual activities. Figure 59 indicates a standard form on which the over-all team points may be recorded during the year.

Intramural Board

The main purpose behind the intramural record board is to publicize the intramural program and keep the participants informed of the over-all records for the year. We list the various activities and indicate the winners as the activity is concluded. Under the individual activities, where there is both an individual winner and a team winner, we include both of these. At the bottom of our board, we indicate the team scoring for the over-all championship for the year.

Reports

At the end of the year, the director should compile a statistical

OVERALL INTRAMURAL TEAM POINTS															
	FOOTBALL	SOCCER	FIELD HOCKEY	X-COUNTRY	BASKETBALL	WRESTLING	VOLLEYBALL	TA TENNIS (A)	TA TENNIS (B)	ICM HOCKEY	BADMINTON (A)	BADMINTON (B)	POLE SHOOTING	SOFTBALL	BASEBALL
HIGH SCHOOL															
CHARGERS	5/5	0/5	1/6	3/9	0/9	5/9	5/9	0/9	3/9	0/9					
RAIDERS	3/9	1/4	8/7	5/12	1/13	1/14	0/14	5/14	5/14	1/14					
BRONCOS	1/1	3/4	6/4	1/10	3/11	3/12	1/13	5/13	0/13	3/13					
TITANS	0/0	5/5	0/5	0/5	5/10	0/11	1/12	1/13	1/14	5/14					
9TH GRADE															
EAGLES	3/3			5/8	5/13	0/13	0/13	5/13	0/13	3/13					
COLTS	1/1			3/4	0/9	5/11	1/13	3/14	1/14	5/14					
BEARS															
GIANTS	0/0			0/0	3/3	5/6	1/7	9/10	0/13						
7TH GRADE															
SYRACUSE	1/1			3/4	1/5	3/10	3/10	5/10	3/10						
ARMY	5/5			1/6	0/6	3/7	1/12	5/13	1/14	0/14					
NAVY	0/0			0/0	3/3	1/4	5/9	0/12	3/17	5/17					
PENN	3/3			5/1	5/13	0/13	0/14	1/14	0/15	1/15					

Fig. 59

report on his intramural activities. This report should indicate the activities offered, the number of participants in each activity at the various levels, and the over-all percentage of participation. This report, combined with the report on interscholastic activities, will indicate the number of boys who are participating in the athletic program. If this report indicates a high percentage of participation in one program but not in the other, it might indicate that there is greater emphasis in one area, or that the leadership in one is superior to the other. If there is low participation in both, the director should do a little investigating; there may be something radically wrong with the programs. On the other hand, if there is a high percentage in both, then the director can assume that both programs are functioning effectively. If this is true, the director should have little difficulty in obtaining financial support for these areas. A report that may be utilized for reporting intramural activities and participation is shown in Figure 60.

Fig. 60

INTRAMURAL PARTICIPATION REPORT

<i>Activities</i>	<i>High School</i>	<i>8th Grade</i>	<i>7th Grade</i>
Tail Football	120	50	60
Soccer	70	—	—
Field Hockey	86	—	—
Cross-Country	52	41	48
Basketball	130	51	62
Wrestling	48	35	42
Volleyball	128	48	57
Table Tennis (singles)	60	40	42
Table Tennis (doubles)	56	38	40
Badminton (singles)	50	—	—
Badminton (doubles)	43	—	—
Ice Hockey	52	—	—
Foul Shooting	62	51	55
Softball	100	—	—
Baseball	—	47	58
Track and Field	55	46	51
Tennis (singles)	47	—	—
Tennis (doubles)	44	—	—
Golf	50	—	—
Archery	62	—	—
Horseshoes	56	48	52
Number of boys eligible	250	70	90
Number of different boys participating	150	53	64
Percentage of participation	60%	76%	71%

Notes: Athletes are not allowed to participate in a sport in which they are members of an interscholastic team.

SUMMARY

Intramural athletics are too often considered of minor importance in the over-all athletic picture. Actually, this program is an important responsibility of the athletic department because of the large number of students upon which it has an effect.

The organization of the intramural program is of extreme importance in determining its success. The activities may be offered at various times, depending on the practice of the individual school; the director should attempt to utilize times when most students will be available for participation and facilities will also be available. The intramural groups should guarantee equal competition and not require younger students to participate against more mature boys.

The director must sell this program to his staff, the students, the administration, and the community. A well-organized program is the first step in this selling process. One section of the bulletin board should be reserved for information pertaining to the intramural program. The local newspaper and school newspaper may be utilized to publicize the program in the community and the school. The public-address system is another method of keeping the students posted on intramural athletic information.

The activities to be offered in an intramural program will depend on the interest of the students and the facilities available. An activity that creates no interest has no place in an intramural program; it will only result in a waste of time and facility use. The activities should have some relationship with those presented in the physical education program. The type of schedule to be utilized for the various activities will be determined by the nature of the activity and the time available.

Members of interscholastic athletic teams may be utilized in various official capacities; they will be of considerable assistance because of their familiarity with the activities. An intramural committee may also be appointed by the Varsity Club to assist with this program.

It is advisable to conduct individual activities on a team basis, with the participants being awarded team points for their achievements. Inexpensive awards should be presented for team winners, individual winners, and the over-all champion. The top

teams should be awarded points for their performances in the various activities, and the director should maintain a record of these points; the highest-scoring team should receive an award at the end of the year.

An attractive intramural board will serve two functions—publicizing the program and indicating the results of the various activities. The director should submit a statistical report to the school administration at the end of the school year, indicating the variety of activities offered, the number of participants, and the percentage of participation. This report, combined with the report on interscholastic athletics, will indicate to the director if these programs are gaining the degree of participation they should have. A positive indication will also strengthen the director's case when he requests equipment for either program.

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